**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoritical Framwork**

An analizing the data, it needs theories. Therefore, this chapter will explain about the theories of this research.

* + 1. **Reading Comprehension**

Somadayo (2011) stated that reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. This means that in reading com-prehension, simultaneous two-way concentration occurs in the reader's mind in con-ducting reading activities, the reader actively responds by expressing the writing sound and the language used by the author. Therefore, the reader is required to be able to express the meaning contained in the text that is the meaning that the writer wants to convey.

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek & Espin, 2012). Based on definition, there are three matters on comprehension:

(1) Characteristics of the reader, such as prior knowledge and working memory

(2) Language processes, such as basic reading skills, vocabulary and motivation

(3) Strategic processes, such as metacognition and comprehension monitoring.

Comprehension is an important aspect of reading. Reading comprehension is basically the essence of the reading process. Snow (2014) has said that reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consist of three elements: the reader, the text, and the activity or purpose of reading.

In conclusion, comprehension is the whole point of reading. Comprehension involves prior knowledge, knowledge of text structure, and an active, search for information. This means that reading comprehension is the search for meaning, actively using the reader’s knowledge of vocabulary including knowledge of collocation and idioms with the text being studied to understand each new thing the reader reads.

* + - 1. **Level of Comprehension**

Crozier (2012: 1) states the levels of comprehension is a device that aids in literature analysis. One way to conduct this literature analysis is using a system called the levels of comprehension. There are six levels: literal, inferential, appreciative, critique, evaluative, and essential. For each level is come up with questions and then more importantly with well-developed and thoroughly explained responses.

1. Literal

In this level, reader comprehends the text just in the fact of the text. The reader states fact in the text using data, specific, dates, traits and setting.

b. Inferential

In the inferential level of comprehension, the reader builds on facts in the text likes prediction using facts from text, sequence, traits and setting.

c. Appreciative

In the appreciative level of comprehension, the reader response to the text based on the personal reaction and reflection (place reader in story), and author’s purpose.

d. Critique

In the critique level of comprehension, the reader responses to the text based on the author’s use of language, reaction to author’s ideas, reaction to author’s values, imagery, style, and execution.

e. Evaluative

In this level; evaluative level of comprehension, the reader judges of the text based on the facet or opinion, validity, appropriateness, worth: acceptable, desirable ideas and cause-effect.

f. Essential

In the essential level of comprehension, the reader responses to the text based on the drawn from entire text, looks at the big ideas and themes from text, looks at the world view that the text brings up, and applies the themes to today’s world.

* + - 1. **Genre of Reading Text**

There are three kinds of reading text that learn in eleventh grade:

1. **Narrative Text**
1. Social [Function](http://www.hestories.info/grade-8-module-3b-unit-3-lesson-1-analyzing-a-central-idea.html)

Narrative text is a kind of story or event narrated or retold in spoken or written of which social function is to entertain its readers. It may cover legends, fables, stories of man vs. animal, love stories, or other folktales. Narrative text often written based on life experience will tell the story in a amusing way and provides an esthetic literary experience to its readers. In the literary term, experience is what people do, feel, hear, read, even what they dream.

2. Generic [Structure](http://www.hestories.info/education-bradford-whole-school-curriculum-target-area-improvi.html)

|  |  |
| --- | --- |
| **Text Elements** | **Content** |
| Orientation | An introduction to the characters and setting of the events/ story. |
| Complication (events that lead to the climax) | The events which lead to the climax. It explores the conflict in the story and will show the crisis, rising crisis and climax of the story.  |
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| Resolution | It shows the situation in which the problems have been resolved: fail or succeed, and describes the ending relating to the main characters, e.g. what they look like, sad or happy? |

1. Language Features

The language features in Narrative text include the following indicators:

1. Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc.
2. Adjectives extending noun phrases, such as long black hair, two red apples, etc.
3. Time connectives and conjunctions to make events sequence, such as then, before that, soon, next, etc.
4. Adverbs and adverbial phrases to show location and time of events, such as here, in the mountain, happily ever after, etc.
5. Action verbs in past tense: stayed, climbed, jumped, etc.
6. Saying verbs indicating untterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the characters in the story, such as thought, understood, felt, seemed, etc.
7. The use of Past Tense

**Example of a Narrative Text**

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo.  The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator.  He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off.  This made Kbo Iwo wild with great anger.  In his hunger, he destroyed all the houses and even all the temples.  It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.  They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed.  After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole.  The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole.  The limestone made the water inside the hole boiling .  Kbo Iwo was buried alive.  Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.  The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

1. **Recount Text**
2. Social Function

A recount tells past events which occurred in a sequence. Narrative and recount texts are similar that is both tell the past events, so they commonly use Past Tense, either Simple Past Tense or Past Perfect Tense. Besides, they use sequences of time in telling the past events. Narrative text is often found in story books about myths, fabel, folklores, etc, while Recount text is usually found within biography. The difference lies on their structures. Narrative texts raise conflicts within the events which are natural, social, or psychological. Recount texts do not include conflicts but only retell a sequence of events which occurred in the past.

1. Generic Structure

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| --- | --- |
| **Text Elements** | **Content** |
| Orientation | Information about an event and its setting. It provides detail of who, when, where or why |
| Event | A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally… |
|
|
| Closing (reorientation) | Conclusion/ summary of the eventsWhat you think, feel or decide about the occurred events. |
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1. Language Feature

The language features in Recount texts include the following indicators:

1. Nouns and pronouns instead of persons, animals, or things involved, such as David, the monkey, we, etc.
2. Action verbs such as go, sleep, run, etc.
3. Past tense such as We went to the zoo; She was happy, etc.
4. Conjunctions and time connectives which order events, happenings, or actions, such as and, but, then, after that, etc.
5. Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.
6. Adjectives to modify nouns such as beautiful, funny, childish, tiny, etc.
	1. **Report Text**
7. Social Function

The social function of a report text is to draw a general inference or to report. For example, a whale is a kind of mammal because it gives birth its calf. To make such a report, students need to observe and compare whales from other animals having similar characteristics. Students may also make a report about, for example, a very simple house, warung tegal, a school, a hospital, etc. by providing description of the subject.

1. Generic Structure

|  |  |
| --- | --- |
| **Text Elements** | **Content** |
| General statement | Definition, classification or a brief description. |
| Description | Description of the topic which tells about the important facts about the subject. |
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1. Language Features

The language features of Report Text include the following.

1. General nouns, such as ‘Reptiles in Comodo Insland’.
2. Relating verbs to explain features such as reptiles are scary animals (This feature is used for all reptiles).
3. Action verbs explaining characters such as lizards cannot fly.
4. Present Tense to express common thing, such as Comodo dragons usually weight more than 160 kg.
5. Tecnical terms such as water contains oxygen and hydrogen.
6. Paragraph with a topic sentence to organize informations.
	* 1. **Choral Reading Method**

The choral reading method is a way in which students can develop their fluency skills by being helped by the teacher in terms of pronunciation. According to Hasbrouck (2010), in choral reading teacher and students read a passage or sentence at a time and in this way “students get the benefit of a model while they practice reading aloud”.

Choral reading, a method involving students reading out loud together, scaffolds English learners’ reading in a fun way (Peregoy & Boyle, 2017). The choral reading method engages students in group-assisted, repeated readings. Students read aloud in unison within a small group or with the whole class. By choral reading, students gain confidence in reading, because when they read together as a group, they are supported by their peers, who may be more fluent readers, or they may be assisted by the teacher when necessary. In addition to gaining fluency in reading and vocabulary development, they develop an appreciation of literature (Antonnaci & O’callaghan, 2012)

From that definition, the researcher concluded that the choral reading is method involving students reading out loud together, scaffold students reading in a fun way, gaining fluent decoding and comprehending skills which are a necessary preparation for fluent silent reading.

* + - 1. **Principle of Choral Reading Method**

Choral Reading Method is also called Unison Reading. Choral Reading Method is reading aloud in unison with a whole class or group of students. After hearing the teacher read, students reread the text together. It means that when the teacher read alone loudly, the students are silent and listen by looking at the book. Automatically, the students are reading silently by themself and listen what the teacher read. After the teacher finished reading alone and loudly the teacher ordered to the students to read together by loud voice. The teacher might use a slightly faster pace and louder voice to direct the students in correct pronunciation and emphasis.

The development of a child's personality is a major concern for class teachers. Choral reading tends to make shy children to be confident and courageous children tend to sink their dominating personality for the benefit of the group as a whole.

A good social attitude is a way of entering development with choral reading. Choral reading should start as soon as the childreen are able to read, and continue through the school program. Gaining, poise, acquiring speech habits, and being able to talk to a group stems from the early practice in choral reading.

Aesthetic values obtained from such activities can help children develop a sense, appreciation, and love of narrative text. Enrichment of the meaning of words and stimulation of the imagination made fun through the use of choral reading.

The development of skills is the most important results obtained from choral reading. With choral reading method, students will get skill such as vocabulary is increased and proper word phrasing can be developed in a group rendition of choral reading, and pitch plays important part in reading to get the attention of the audience. Choral reading help to develop a variety in pitch in the individual voice.

* + - 1. **Design of Choral Reading Method**

Rodger in Zhou (2015 : 798), design is the level of method analysis in which consider

1. What objectives of a method are,
2. How language content is selected and organized within method, that is the syllabus model,
3. The types of learning tasks and teaching activities the methods advocates,
4. The role of learners,
5. The role of teachers,
6. The role of instructional material.

It means that there are six items to design of choral reading method, they are: learning objective, syllabus model, learning activity, role of teacher, role of students, and role of material.

The objective of choral reading method is to help students to develop reading fluency in a meaningful context. This method is designed to help students who have little to no experience with reading fluently to gain confidence, speed and process words automatically.

 The role of the students in choral reading method are following the teacher’s guidance and do what the teacher said to read individual lines, in pairs or in unison. Student age is a major factor in making decisions about how and what teachers should teach students.

 The role of teacher in choral reading method is as the center to guide the students to develop effective and fluent read aloud skills by using choral reading strategy guidance. An important role of a teacher is as a facilitator of learning process. Not only as a facilitator, but the teacher also plays the role of organizer, observer, organizational feedback, prompter in the teaching and learning process.

The role of material in choral reading method are posters, large books and overhead projector. The reading posters, large books, and projector are consist of suitable reading material text will be learned in the Senior High School. In the area of teaching reading of the eleventh grade students Senior High School, students are expected to be able to comprehend of narrative text.

* + - 1. **Procedure of Choral Reading Method**

According Paige (2011) there are five steps for Choral Reading. There are: before reading, modeling the text, during reading, after reading, and second reading.

**Step 1: Before reading**. Before reading, introducing new words. Before modeling the text, select specific words that the students may not be familiar with or may have difficulty pronouncing. Pay attention to unfamiliar content words. Teacher models these words aloud for the class while students are looking at the word. Students repeat word after teacher pronounces it.

**Step 2: Modeling the text**. While students are following along silently with their text, the teacher models reading the text aloud. Teacher uses appropriate expressive reading and reading rate. Pay attention to commas, periods, and phrases.

**Step 3: During reading**. Students now read the text aloud in unison. To begin the class reading together, teacher uses a “3-2-1” countdown. Teacher must read aloud in aloud voice. Teacher travels the room during the reading. Teacher makes a mental note of difficult words and phrases to review after reading.

**Step 4: After reading**. Review problem words and phrases. Teacher models words and phrases that were difficult for the class. Ask the class for questions regarding any text that was confusing or difficult.

**Step 5: Second reading**. Students read the text once each day.

* + - 1. **Advantage and Disavantage of Choral Reading Method**

According to Yoneoka (2017), there are four advantages cited in the survey above and reiterated below should be just as valid, if not more so, in a group reading setting as in an individual one. Consider:

1. Expansion of oral vocabulary-choral reading with a native or near-native pace making model provides a setting conducive to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times and key vocabulary words are introduced between readings.
2. Developing awareness of the sounds of the language – the pace making model not only provides an immediate pronunciation for unknown words which is simultaneously produced by the student, but also provides immediate feedback for words which students have mispronounced.
3. Facilitation of chunking of words in meaning ful groups – choral reading naturally leads students to read in “chunks”, following breaks between the word groups provided by the model.
4. Development of self-confidence – the constant, spontaneous and to a great extent unvarying feedback by the model provides a measure by which students can infer the extent of their own improvement, both in reading speed and understanding.

The disadvantage of choral reading method are:

1. Choral reading frequently will slow down our reading speed that it always emphasize to improve.
2. Choral reading only can give a few students chances of practice while the others feel bored.
3. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.
4. Tompared to conversation and discussion, choral reading haslittle practical value unless the student will be the announcer in the future.
	* 1. **Relevant Research**

There are several related study gives below:

1. Khairiah (2012) conducted a research about The Effect of Choral Reading Method toward Students’ Reading Fluency. This research presents a research report of the effect of choral reading method toward students’ reading fluency. The research was conducted by using classroom action research method. This research was conducted at the second year (grade-VII) students of MTs Kuntu Kampar. Two classes from the two classes was selected as the subjects of this research. The number of the subject of this research was 53 students. The class was taught by using choral reading strategy. Data were collected by using oral reading test. The test was given twice. The first was pre test and the last was post test.
2. Zorrela (2017) conducted a research about Increasing the Students’ Reading Comprehension through Choral Reading Method. It is a classroom action research. The subjects of this research are 31 students and a teacher. The techniques of collecting data of this reserach are reading comprehension test, interview, observation, and document study. The data of this research are analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data. The finding of this research shows that choral reading strategy can increase the students’ reading comprehension qualitatively and quantitatively.
	1. **Conceptual Framework**

Choral reading method can improve students' reading comprehension because students can be motivated to be more confident in class. Students will get several messages or information when they read a text bravely. In addition, choral readings help students read words accurately.

Students will understand words accurately when they understand what has been read. Reading comprehension means understanding what has been read. Reading comprehension is inseparable from the reader and reading text. Reading comprehension is often called literal understanding that reading activities are used to understand, remember, review texts to get the main idea after reading.

Reading comprehension is a process of extracting and shaping meaning simultaneously through interaction and involvement with written language. Use words that extract and construct to emphasize the importance and inadequacy of the text as a determinant of reading comprehension.

By using narrative text as media, students will be more interested in learning because narrative texts will add "Vocabulary and Knowledge". Reading narrative text adds new vocabulary, new knowledge to know there are many stories in a narrative text that can use to increase reading comprehension such as legend, fairytale, fable, saince fiction, mysteries story, etc, and also get moral value from the story that the students’ read and can know more about past tense form in long sentences.