

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Concept of Reading

According to Miculecky in Mentari, et all (2018) Reading is a dynamic conscious and unconscious mental process in which the reader uses a variety of strategies to interpret the context believed to be intended by the writer based on data from the text and previous knowledge of the reader. As a role in learning and one of the foremost common ways to get information, reading can be developed inside and outside the classroom. Therefore reading is one of crucial skill that should be mastered by the students in learning English after listening, speaking, and writing. So, It built a communication between the reader and writer in understanding a printed material or text. Through reading, readers can get many knowledges and information.

2. Concept of Reading Comprehension

The bottom line in any interaction with the text is comprehension. without understanding, a text has not been read; it is only words spoken or viewed. (Shea & Roberts, 2016 p. 19). Comprehension is a process of negotiating to understand between the reader and the writer. The writer and the reader have to build the same ideas to comprehend or to get the same perception which they read for information.

Reading comprehension is the primary purpose for reading (though this is something overlooked when students are ask to read overly difficult text), rising students' awereness of the main idea in a text is essential for good comprehension.

It means that reading comprehension have the purpose to make the reader find meaning from the text which they are read. Based on ideas above, the researcher can conclude that reading comprehension is a process of extracting and constructing meaning simultaneously through interaction with written language.

3. Types of Reading

There are two kinds of reading according to an expert:

a. Intensive Reading

According to Patel and Jain (2018), intensive reading is related to further processes in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It is used to gain a deep understanding of a text, which is important for the reader. The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze features of language that they learned and to make sure the learners' comprehension.

b. Extensive Reading

According to Richards (2012), the characteristics of extensive reading are that the students read as much as possible, they can also read inside and outside the classroom, they have the freedom to select what they want to read, and feel free to stop reading materials that fail to interest them. In extensive reading the aim is to

understand in general what the book says, usually, extensive reading vocabulary is easy or vocabulary that usually uses the reader only a few difficult bites. Thus, readers become connoisseurs of what they read. And, they have a fantastic passion to finish it and try to read more books

4. The Purpose of Reading

Reading was a variant skill in which different types of reading skills correspond to the many different purposes we have for reading. (Ricard 2012) classifies the purposes of reading based on the personal reasons as follows:

a. Reading for survival

Almost literary a matter of life and death. For example a stop sign for a motorist.

b. Reading for learning

It was expect to be exclusively school-relate. Reading is intend to support learning. The readers need to translate the text metaphorically, learn vocabulary, identify useful structure or collocations, to use a text as a model for writing and practicing pronunciation. For example, one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. It is done for its sake- readers do not have to do it. The text being read is written originally to offer enjoyment.

Meanwhile, Grabe and Stoller (2002,p.5) also divided the purpose of reading as follows: a) Reading to search information; b)Reading to skim quickly;

c)Reading to learn from the text; d)Reading to get information; e)Reading to write;
f)Reading to critique text; g)Reading to comprehension

5. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that gives information about particular person place, or thing. Wardani state that descriptive text was a kind of text with a purpose to give information (Wardani, et. al., 2014) in (Siregar and Dongoran 2020). The context of this kind of text is description of thing, animal, person and others. In relation with Etfita (2014) a descriptive text is used to describe something, someone, or place. In other word, descriptive text is the text with function to describe particular person, things or place with the aim to give information to the reader.

Descriptive text is a kind of text that can occur as stand alone text. It is often part of a longer text, such as the description of a character or setting in a story or biography (Adam, 2017). It means that descriptive text is to describe the character or setting from the text. The purpose of descriptive text is to describe and reveal a particular person, place, ore thing in detail or specific to make the readers were able to visualize the description. In conclusion descriptive text is a text which describes everything which is see by the writer. A good descriptive text is able to make the readers imagine what particular thing, person, or place which is described by the writer either objectively or subjectively.

b. Generic Structure of Descriptive Text

The generic structure is what content was consisted in the text. The generic structure of descriptive text is different from others. Siahaan and Shinoda (2017) stated that there are two components in the descriptive text: first, identification; identifies thing, person, or place to be described, and description; describes parts, qualities, and characteristics. The identification usually occurs in the first paragraph and the description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

c. Language Features of Descriptive Text

Language features is the features of language which supports the meaning of the text. Siahaan and Shinoda (2017) have state that descriptive text have language features as follows:

- 1) Using certain noun (e.g. reserve).
- 2) Using simple present tense (e.g. It hosts the largest atoll in Southeast Asia and the third largest in the world)
- 3) Using some kinds of adjectives which has characteristics as describing, numbering, and classifyig (e.g. large, various, numerous, and approximately).
- 4) Using relating verb for giving the information about subject (e.g. was, were, have, and has).
- 5) Using action verb (e.g. serve and cover).
- 6) Using adverb to give the additional information (e.g. in the south of Sulawesi).

6. Concept of Read, Cover, Remember, Retell (RCRR) Strategy

a. Definition of RCRR Strategy

Based on Gusdinarti (2013) research, state that The Read Cover Remember Retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. RCRR strategy is a vehicle for increasing the knowledge and

understanding of the participant in a collaborative context. It means the students can get their comprehension through this strategy. So, the students can improve their ability in comprehending the text.

According to Serravallo (2015, p.39), the RCRR strategy slows down the reading process and forces children to focus on remembering the content of the passage. And in addition according to Mecca (2014, p. 147), the RCRR activity is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as result do not understand what they have read.

RCRR Strategy is one of strategy to learn in a cooperative learning environment. The students is study in pairs or small groups. It motivates the students to express their comprehension of the text. Some effective RCRR strategies involve alternating between understanding and summarizing or explaining. Thwas strategy can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. The success of students assigned to learner-teacher is then be a measure for evaluating the success of learner-teacher. It is make the learners responsible for both teachings to and learning each other.

b. The Advantages and Disadvantages of RCRR Strategy

According to Liana (2019) research, state that RCRR Strategy have some advantages and disadvantages as follows:

1. The Advantages of RCRR Strategy:

- a) Make students comfortable in learning and enjoy the material because the students must discuss about the material with other students and can exchange their ideas and make it easy to find a solution and understand.
- b) Students will read with a different level of attention and concentration knowing that they will have to say back what they learned without reading it from the text.
- c) Interaction with a peer; making the students has an opportunity for giving mutual support and stimulation.
- d) The students were also motivated to show the information or express their story each other.

2. The Disadvantages of RCRR Strategy

- a) The teacher should be spending more time preparing class settings by the RCRR method.
- b) Some of the students make noise in the classroom and disturb other students.

c. The Teaching Procedures of RCRR Strategy

Yulimariza (2013), provides some procedure for Read, Cover, Remember,

Retell (RCRR) Strategy as follows:

- 1. The teacher might separate the students into several groups/pair
- 2. Students choose a small amount of text on a page that their hand can cover.
- 3. The subject of the text was determined by teachers or students.

4. The students read just as much text loudly as they can cover words with one hand.
5. Asked each group to read the text they receive and discuss it.
6. Asked them to cover the text with their hand again after reading and think about what they're read.
7. Remember what you have just read.
8. The students loudly or with a partner tell the section of the text they just read.

Referring to teaching procedures above, the application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the tenth grade of SMK Negeri 1 OKU was carried in three stages. They were pre-activity, during-activity and post-activity, as follow:

1. Pre-activity (10 minutes)

- The teacher greets students.
- The teacher checks the student's attendance.
- The teacher gave warming up by giving simple question to the students about descriptive text.
- The teacher asked the students to show their ideas of what they already known about descriptive text.

2. Whilst Activity (40 minutes)

- The teacher explains the topic in detail and gave an example of descriptive text.

- Teacher prepared the descriptive text which it gonna to identify and analyze by students, then gave the text set of descriptive text to the students
- The teacher asked the students to find them partner.
- The teacher asked the students read as much as they think they can cover with their hand.
- The teacher gives time to the students to consciously focusing on remembering what they have read.
- The teacher asked the students to tell the partner what their remember from the text, then switch roles for the next section of the text.
- After doing all the step, teacher will asked the students to make summarizing about the text completely by using their own word and retell in front of the class to make sure the students already got the point of the text.

3. Post-Activity (10 minutes)

- The teacher and students summarize about story.
- The teacher gave the assignment to students to do exercwases about the story.
- The teacher reviews the important material and made conclusion.
- The teacher says leave taking with a friendly greeting and remind them to continue to practice using these strategies at home.

B. Previous Related Study

To make this research become stronger, the researcher tried to find out the other research that related to this research. Some research had been conducted to see the use of the RCRR strategy on students' reading comprehension. The first research conducted by Marpaung and Sinaga (2012), they focused on "The Use of Read, Cover, Remember, Retell (RCRR) Strategy in Improving Students' Reading Comprehension Ability". The purpose of the research was find out theres a significant difference in students' reading comprehension through Read, Cover, Remember and Retell (RCRR) Strategy. The research design was quantitative research method and experimental design with pre-test and post-test. They found that the mean score pre-test was 40.27 and the mean score of post-test was 73.47. It indicated that students had positive responses to RCRR Strategy. The similarities between this research and the previous one Marpaung & Sinaga (2012) were both of them was used the RCRR strategy and using quantitative research, while the differences were the previous research was used an experimental design and was conducted at the seven-grade student of junior high school and this research was used quasi-experimental design at the tenth-grade student on SMK Negeri 1 OKU.

The second research related to literature came from Dahler, at. al. (2018). This research aimed to find out the differences between the students taught by the RCRR strategy and the students taught without using the RCRR strategy of reading comprehensions. This research was conducted by using quasi-experimental research. The similarities between this research were both of them used the RCRR strategy and quasi-experimental.

Another research was conducted by Akhmaliah (2019) with the title 'The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve the Eight Grade Students Ability at Reading Descriptive Text At Mts Al Ittihadiyah Lau Dendang Medan. This thesis was conducted by CAR design in two cycles. The first cycle consisted of two meetings and the second cycle consisted of two meetings. The instruments of collecting data were reading tests for quantitative data and observation sheets, interview sheets, and diary notes for qualitative data. The subject of this research was the eighth-grade students of MTS Al Ittihadiyah Lau Dendang Medan that consists of 24 students.

The similarity between this research and the previous one was both of them used the same strategy which was RCRR strategy and descriptive text, and the difference was the previous one was conducted by CAR design, while this research was conducted by Quasi-experimental design in two groups.