CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

2.1.1 The Definition of Reading

Several experts have provided definitions of what reading means. Reading is a very important skill that must be learned by students since reading cannot be separated in the teaching and learning process. Reading is an essential activity in any class, not only as a source of information but also as a way of consolidating and expanding one's ideas and language.

According to Hoerunnisa and Suherdi (2017: 2), reading is the process of examining a collection of written symbols in order to derive meaning from them. It means that reading is a visual and cognitive activity. Readers use their eyes to receive textual signals (letters, punctuation marks, and spaces) and their minds to interpret or process them into sentences, phrases, and paragraphs during reading.

Reading is an interaction between the reader and the writer, according to the explanations of various experts above. Where readers attempt to grasp textual symbols such as letters, punctuation, and spaces in order to construct a meaning from the text. As a result, readers must blend the information in the text with their prior knowledge in order to construct a meaning from the text. Reading is also a source of information, happiness, or enjoyable activities, and it is an essential

activity in the teaching and learning process for developing perspectives and understanding of foreign cultures.

Three models have been described by Nunan (2015: .67-69) for reading proses. There are bottom-up reading, top-down reading and interactive reading:

a. The bottom-up reading starts by matching each letter in the alphabet with the corresponding sound and then combining them into words. For example, when we read the word cat, we mentally sound the letter' c,' 'a,' 't,' then we combine it to create the word 'cat.' These words are combined to form phrases, clauses, and sentences, and then combined to construct longer texts, such as paragraphs. The goal in the bottom-up reading is just to read the word.

b. The top-down reading starts with the background knowledge of the reader to be able to understand the text. The teacher emphasizes meaning-generating practices within the top-down reading method, rather than learning the bottom-up skills of a letter, sound, and word comprehension. Top-down processing relates to how our minds use the knowledge that has already been brought into the brain by one or more sensory systems.

c. In the interactive reading, the method includes the components of both the top-down and bottom-up styles. Top-down models assume that understanding is there inside the reader. The reader's background

knowledge allows the reader to make predictions about the content of the text. On the other side, in the bottom-up model, students begin with basic concepts such as letter recognition, building up phrases, and arriving at complete texts to understand. By combining the elements of both models, a second-language students can effectively integrate them to achieve understanding.

According to Patel and Jain (2008:117-118), there are two types of readings:

a. Intensive Reading

Intense reading is associated with further development in language acquisition under the direction of the teacher. Intensive reading will give the foundation for describing structural issues and increasing vocabulary and language skills. Intensive reading materials would be the source for classroom activities. It is not only read and discussed in-depth, sometimes evaluated as a foundation for writing tasks in the target language. Intensive reading is reading the article or reading the passage. In this reading, the learner reads the texts to gain information or comprehension. The purpose of this reading is to read a short text. This reading provided for the intent of obtaining specific information. Usually, learners read a book to get the knowledge is the

type of intensive reading. There are several characteristics of intensive reading:

- This reading lets students build an active vocabulary.

- In this reading, the teacher plays an important role.

- Language items have been developed

- The purpose of this reading is to use vocabulary actively.

- Intensive reading is reading aloud

- In intensive reading, the habit of speaking was emphasized, and intonation, stress, accent, and rhythm may be corrected through intense reading.

b. Extensive Reading

Extensive reading materials are chosen at a lower level than intensive reading materials. Extensive reading seeks to train students to read in the target language quickly and effortlessly for pleasure without the assistance of the teacher. Extensive reading assignments can be articles, newspapers, or magazines in a foreign language with students' interests or want to read. To prevent students from becoming involved in the very difficult reading of articles, the teacher is strongly encouraged to explain the relationship of articles to be read in accordance with readers' specific interests. Harmer (2007, p.283) stated that one of the basic criteria of successful extensive reading learning is

that students should be reading materials they can understand. If they struggle to comprehend each word, they can hardly read it for pleasure, which is not the main goal of this activity. In this activity, students want to know about something they want to know. The students do not care about specific or important information after their reading. They just need updated information from what they need. Here, there is some characteristic of extensive reading:

- Extensive reading helps the learner to build up active vocabulary. Extensive reading is silent reading

- The subject is emphasized in extensive reading.

- The students have an important role in the extensive reading because they have to ask for action.

- The goal of extensive reading is to improve the knowledge of learners

- Good reading habits may be developed through intensive reading.

Readers will read in various ways depending on the aim of their reading. Grabe & Stoller (2013: 7-9) explained the reading purpose into four categories:

a. Reading to search for simple information and reading to skim

Reading for simple information is so commonly used to read that it is most likely considered a reading skill. Usually, when the reader

searching for the information, the reader scan the text for a particular word, information, or a certain sentence. As an example, the reader generally search through a phone book to find important elements, like an address or a telephone number. In prose texts, the reader often slow down to process the context of a sentence or word in search of clues to suggest that the reader are on the right page, paragraph, or chapter.

Reading to skim is a regular part in several reading activities and a valuable skill on its own. It includes a variety of techniques for predicting where important information may be found in the text and then applying simple reading comprehension skills to those sections of the text before a general idea is created. In this activity, the reader reads the first few sentences of an article and quickly identifies certain words or phrases that are important to the reader rather than the text as a whole.

b. Reading to learn from texts

Reading to learn generally takes place in academic or professional situations when an individual must know a lot of information from a book. It needs the ability to: memorize main ideas as well as a variety of specifics and create rhetorical frames that structure the material in the text and connect the text to the knowledge base of the reader. Besides, word recognition demands are stronger than

a general understanding of relating text information to background knowledge.

c. Reading to integrate information, write, and critique text

Reading to integrate information needs further choices on the relative relevance of complementary, relative supportive or contradictory information and the probable reconstruction of a rhetorical framework in order to accommodate information from many sources is necessary when integrated information is being read. These skills include a critical assessment of the reading material so that the reader can decide which information to incorporate and how to integrate it to achieve the reader's purpose.

Therefore, Reading to write and reading to critical text can be a task to combine information. They both need the ability to select, criticize, and compose information from a text. Both purposes represent typical academic activities that require reading skills for integrating information.

d. Reading for general comprehension

Reading for general comprehension is the main goal of reading. The word "reading processes" applies to cognitive activity, including skills, techniques, and information available to the reader. Reading for general understanding by a skilled, fluent reader needs very quick and

automated word processing, a strong skill of forming a summary of the key idea, and efficient coordination of multiple processes within very short time limits. Also, Linse (2005:71, cited in Ikhsan, 2017: 110) explained that the purpose of reading is to grasp the meaning of the writer in the understanding of the topic. In doing the reading task, the reader has a variety of purposes. It may be an activity to obtain knowledge, information and entertainment.

2.1.2 The Teaching Reading Process

Being able to read English is a skill that must be mastered by students. To learn it, teachers need to have a strategy when teaching reading. According to Akyol, Çakiroğlu, and Kuruyer (2014) reading has four strategies:

a. Pre-Reading Activity

In this activity, students have still not wanted to join the reading activity, and the teacher is trying to activate students' knowledge of the subject under discussion. Students are guided to identify the topic and some of the knowledge presented by skimming and scanning activities. Students are also directed to know some of the vocabulary that is used in the reading text. This activity is implemented just to attract students' attention, motivation, and enthusiasm before the end of the reading activity.

b. Whilst-reading activity

This activity is generally considered to be at the core of the reading process. Students continue to read the text and grasp all the information in the text. Students are also guided to identify important ideas for each paragraph, comprehensively understand all the information, and try to include any vocabulary clues. In this activity, the teacher allows students to focus on reading to easily understand and know what they have read so far.

c. Post-Reading Activity

It is the end of the reading segment. In this activity, the teacher tries to evaluate students' understanding of the reading text. Valuation involves vocabulary, grammar, meaning, and summarizing of the purpose of the author. Besides, to know these things, the teacher presents an activity to the students. As a result, it can be concluded that teaching reading comprehension is an activity carried out by a teacher through language learning. The teacher can guide students to the meaning of what they've read. In the teaching reading process, the teacher should pay attention to the three activities to be carried out: pre-reading, reading, and post-reading. Besides, it can also be crucial for the teacher to think about developing information in reading that can allow students to transfer knowledge, be a successful reader, and remember that reading itself can include both comprehension and understanding.

2.1.3 Reading Comprehension

The definition of reading in general is an activity to understand the meaning of the writing that is read. According to Smith (2004), Reading is a communication activity that involves giving messages from the messenger to the recipient. That means that through reading, people will obtain information about various texts, such as written or printed information from newspapers, magazines and brochures. As a student, reading is a skill that has an important role in facilitating students in learning a foreign language, where through reading students are expected to be able to find information from texts, identify main ideas, identify explicitly or implicitly from texts, and understand the purpose of texts.

Reading requires students to not only read but also to get reading comprehension from the content. According to Horowitz (2014), reading comprehension is a more sophisticated reading process in which the reader must be intentional and wiser while reading in order to monitor the words and understand the meaning of the text.

As a result, it is possible to conclude that reading comprehension is a crucial role for students in order to assess students' ability to understand the text. Students will not understand the information communicated in the text if they do not understand the contents of the text they read.

2.1.4 Reading Comprehension Performance in EFL context

Reading comprehension is the ability to get meaning from what is read. The factors that affect EFL learners' reading comprehension skill are susceptibility to the text structure, making of conclusion, and comprehension checking (Meniado, 2016). For EFL learners, the reader does not require to have a perfect linguistic competence, whenever if the texts are not complicated in terms of linguistic structure and if they are accessible for the readers' cognitive capacity (Smith, 1997). It means that readers can deal with foreign readings if these texts are easy to understand. That is why in this study it was decided to use short stories because they are simple as well as accessible for the eighth students' proficiency level.

2.1.5 Recount Text

According to the current 2013 curriculum, recount text is one of the types of text taught in 8th grade in Junior High School. Recount text is a type of text that tells the story of the past (Hood, 2013). In most cases, the writer recounts their own former experiences or situations. The objective of the text is to retell past events in order to explain someone's story in chronological order.

Based on the explanation above, it is possible to conclude that recount text is a basic text that shows the previous events that one has experienced. Its goal is either to inform or to entertain the audience. On the other hand, the major

objective of a recount text is to provide a platform for the writer to discuss events and actions that occurred in the past that are relevant to his/her experiences.

According to Barwick (1999), there are four varieties of recounts, each with a varied level of language and material depending on the audience and purpose:

1. A personal recount

A personal recount recalls an experience had by the writer or speaker. It can take the form of an oral story, a letter, or a diary entry, and it comprises personal and emotional remarks and stories. It is written in the first person, with personal pronouns such as "I" and "we" being utilized. Although the sequence of recounting may change, the details of who, what, when, where, and why are all covered.

2. Factual recount

A chronological recall recounts a sequence of events and evaluates their significance. This can be portrayed in film, television, or video as a historical reenactment, a science experiment, a traffic report, or sports report. Students should use print and technology resources to conduct substantial research on unknown themes for their recounts at this point. Appropriate technical terminology, precise facts of time, place, and manner, and recounting with

appropriate explanations and reasons all assist readers in recreating what occurred precisely.

The emphasis is on language that reveals time sequence (before shifting, while they were, after a number) using evaluative language (important, significance, influence, achievement) and emphasizing assessment language (extraordinary, successes, influence, achievement). This recount is typically written in the third person, utilizing the pronouns he, she, and they. It could be written in the passive voice..

3. Imaginary recount

The imagined aspects of a literary or story recount are placed in a realistic setting. Character development is emphasized by the narrator's expressive reactions to the occurrences. The order of the details may alter, but who, what, when, and where remain. The literary recount is often written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example, my diary as a youngster in space.

4. Procedural Recount

Procedural recounts document, either orally or in writing, the sequential procedures required to obtain a result. This is written after a process has been completed. Procedural recounts can be found in how-to books, information books, television, films, and books. The emphasis is on the correct order of sequence, the use of appropriate language for the topic, and the usage of time

conjunctions. Diagrams and drawings are frequently included to help clarify the processes.

5. Critical Recount

A critical recount examines a topic and comments on and evaluates its positive and bad elements. Selected details are presented to support the case, but this retelling may not be chronologically ordered. It's usually written in the first or third person, with me or we, although it can also be expressed in the passive voice. A retelling of Antarctica exploration, for example, may critically analyze the damage inflicted to the environment and ecosystem by this exploration.

2.1.6 Generic Structure of Recount Text

According to Dirgeyasa (2016) explained the generic structures of recount text as follows:

1. Orientation : Orientation begins with the first paragraph, which provides background information about who, what, where, and when. It also introduces the participants, the location, and the time.

2. Events : Tell what happened and in what order, and describe a series of events that occurred in the past. A record of occurrences, usually recounted in chronological sequence and labeled; event 1, event 2, event 3.

3. Re-orientation   : A conclusion of the story. Re-orientation it is consist of optional-closure of events/ending. It's concluding paragraph that may include a personal comment of the writer to the story (not always necessary)

2.1.7 Language Features of Recount Text

The language aspects of recount text, according to Pardede (2014), are:

1. Proper noun to identify those participated in the recount text.

2. Indicate the location and time with adverbs and phrases adverb.

3. The use of the past tense to describe an occurrence.

4. Words that indicate the sequence of events (for example, first, next, then).

2.1.8 Assessing Reading Comprehension of Recount Text

Understanding the content of the reading material is an important factor in judging reading comprehension. Understanding reading text requires some reading skills. identifying the core idea, getting information from the text, identifying important facts, supporting details, getting an opinion from the text, and coming to a conclusion are all required. According to King and Stanly in Minarnis (2012), there are five components of reading comprehension that may assist students in reading carefully:

1. Finding Factual Information

Students must scan particular details to obtain accurate information. Questions that begin with who, when, or where usually necessitate a factual response. Factual information is required to understand the circumstances of a certain event, the people who were involved, who a specific person was, or where something occurred.

2. Finding Main Idea

The main idea of a paragraph is the author's message about the issue. It is frequently stated openly or implicitly. Finding the main idea of a paragraph can assist students grasp the paragraph on the first reading and also help them recall the content afterwards. A paragraph's major concept emerges.

3. Finding the Meaning of the Vocabulary in Context

The reader must utilize or develop the capacity to guess the meaning of vocabulary in context. Because a dictionary cannot find all of the meanings of words in the text. As a result, the reader must guess unknown words by comparing the close meaning of unfamiliar words to the text and the topic of the text that is read.

4. Identifying Reference

Every text has a structure. It is not merely a random collection of sentences. The text's components are meaningfully tied to one another. Recognizing how a

text has been arranged will help the reader grasp it better. It is vital to grasp how the sentences are related in order to comprehend the text. Words like "it", "this", "that", "here", "there", and so on.

5. Making Inference

Inference is frequently defined as making a logical guess or reading between the lines. Inference is similar to the chemical process of producing a chemical compound, in which two elements combine to form a new material. Readers create conclusions when they can integrate their personal experiences with information gleaned from what they read.

According to Howatt and Dakin in Minarnis (2012), there are five factors that should be included in teaching reading comprehension:

1. Information that is true. It clearly expresses and describes the actual situation in the text. There are no words like hope, wish, will, and so on.
2. The main idea. It is typically stated in the opening sentence or, in conclusion forms, in the last sentence.
3. Additional information. It usually comes after the main topic.
4. Reference. It must come before the provided term.
5. The definition of a word. Identifying the root of the terms or finding synonyms.

2.1.9 General Concept of Cooperative Learning

Cooperative learning is a popular teaching strategy nowadays. According to Slavin (2008:4), cooperative learning is a type of instruction in which students cooperate in groups to complete a given task. This strategy can assist students develop leadership skills and the capacity to collaborate with others as a team. This method differs from other conversation methods in that it follows a specific procedure.

According to Manuel D and Harriet (2004:1), cooperative learning concepts are intended to engage students by transferring some of the material to them. Cooperative learning tactics are aimed to stimulate students' interest in learning and aid in key idea retention by encouraging them to engage in discussions.

2.1.10 Pop-up Card

Pop-ups are one of the learning media. This learning media is packaged in three dimensions. Ruiz et al. (2014) stated that pop-up card or movable book is a piece of paper that contains three-dimensional elements that come out or move when opened and will become flat when closed. It is what makes the pop-up look like a real figure. According to Mayer in Marshall (2002, cited in Wardah, et. al, 2017:3) the pictures presented in the Pop Up make the learners' comprehension improved

Pop-up media is one of the interesting learning media because it has many types. Bernadette (2010) states that there are many types of pop-up media ranging from the simplest form (flaps), some have pictures that are folded on the sides to be pasted (v-folding), some have small poles to make the picture stand up (internal stand), has a display form consisting of pieces of paper arranged vertically (transformation), has a circular appearance (volvelles), has the form of sliding paper tabs that are pulled to display images (pull-tabs), some uses folded ribbons or ropes (carousel), and some have a cube or cylinder shape.

In this study, the researcher will use pop-up media in the form of card and use the internal stand technique to make images or text stand still so that it makes it easier for students to see the existing visualizations.

2.1.11 Advantages and Disadvantages of Using Pop-up Card

As a learning medium, pop-up card have advantages and disadvantages in their use. The advantage of pop-up card is that they are attractive to students because they have a three-dimensional image that supports them. This will help students to understand the text easily. In addition, the advantages of pop-up media are also supported by a statement from Dzuanda (2010) which states that pop-up media can provide a more interesting story, have moving images, have parts that can change shape, and some can even emit a sound. Pop-up media also provides surprises when opened which can stimulate reading enthusiasm and reinforce the information conveyed.

Despite the advantages, media pop-ups also have disadvantages. According to Dzuanda (2010: 2), the disadvantage of pop-ups is the costs incurred are more expensive than learning media in general. Therefore, to overcome the disadvantage, the researcher chose to use pop-up card which are more affordable.

2.2 Previous Studies

There have been several studies conducted that discuss the use of pop-up media in learning English using different variables, such as research that has been conducted by Arifin (2019) under the title "The Effect of Using Pop-up Books on the Eighth Grade Students' Reading Comprehension Achievement." Based on data analysis calculations, it was determined that the adoption of pop-up books had a substantial impact on the eighth grade students' reading comprehension success at SMPN 9 Jember in the 2019/2020 academic year. It was clear from the significance value of less than 0.05 (0.004) and the significant interval of 95% that the t-test analysis result was significant. As a result, the alternative hypothesis proposed in this study: "There is a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement" was accepted.

Dewani *et.al* (2020) under the title "Development of Media Pop Up Card Folklore to Improve the Critical Reading Skills of Grade-IV Students Elementary School". The purpose of this study is to create a pop-up card folklore learning

media product that will help grade IV students in elementary school develop their critical reading skills. The media pop-up card folklore was concluded to effectively increase critical reading skills by a percentage of 90% with outstanding categories.

The last previous study was conducted by Wibowo (2020) entitled "The Effectiveness Of Pop-Up Card For Teaching Speaking Recount Text At The Eighth Grade Of SMPN 1 Babadan Ponorogo In The Academic Year 2019/2020". The results of the research showed that, in the eighth grade of SMPN 1 Babadan Ponorogo, there was a significant difference in speaking recount text success between students who are taught using pop-up cards and those who are not. On the other hand, pop-up cards were a successful educating tool for speaking.

The similarities of the previous studies and this research is the media that used in teaching, namely pop-up card.

Meanwhile, the differences between previous studies and this research are the research location, the skill that will be improved, the research material, and also the research design.

2.3 Hypothesis

The hypothesis of this study can be formulated as follows:

Ho : There is no significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

Ha : There is significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang

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