

## **CHAPTER II THEORY REVIEW**

### **2.1 Concept of Reading Comprehension**

Reading is also a very complete skill process in understanding English. Reading is an activity of transferring information between the reader and the writer, written symbols that have a certain meaning, certain information and knowledge outlined by the author must be understood by the reader, the content and ideas conveyed by the author. The process of translating language symbols from written form into complex meanings that can be understood by the reader is the reading process. The ideas that are owned by the author must be well received and understood by the reader through the symbols of writing that are written in a piece of writing. The reader must properly interpret the intent and purpose of the contents of the writing that has been written by the author.

The basic understanding needed when interpreting a reading needs to be driven by knowledge because in reading there are many things that the reader must understand, such as understanding meaning, understanding reading groups, and the main ideas in the reading. This basic skill must be possessed by every reader, so that the reader can understand the intent and purpose of the author in writing the article. According to Jhonson (2008, p. 110), reading comprehension is the process of constructing meaning which involve the writer in a lot of knowledge, information, idea and other to increase the written language.

In addition, Wooley (2011, p. 15) said that reading comprehension is a process of making meaning from the text. It means that reading comprehension be able to increase the reader knowledge and get information from the text that he read. It means that the words extracting and constructing to emphasize to the readers' knowledge, how they can understand about the text (Snow, 2002, p. 11).

Based theory, it conclude that reading comprehension in odd moments defined by comprehension tests. If a test says that reading is to measure understanding, whatever the test is to measure understanding that should be required. Reading comprehension is the process of understanding from an article into a meaningful meaning, in other words, reading comprehension is the process of communication between readers and writers, as well as the process of conveying information or knowledge contained in an article. Therefore, in understanding a writing, the reader must have knowledge and skills in interpreting the understanding contained in the article.

### **2.1.1 Kinds of Reading Comprehension**

According to Brown (2010, p. 257) there are three categories in teaching reading that should understand for the teacher those are reading aloud, silent reading, and speed reading.

#### **a. Reading Aloud**

Reading aloud is one way of reading that is important to train students in reading. Reading aloud is not focusing on an idea contained in a text. Reading aloud focuses on the student's voice, whether the student's pronunciation in

reading is correct or not. Related to punctuation and intonation used by students must be considered.

#### b. Silent Reading

Silent reading is a way of reading that aims to understand the meaning or text read. Silent reading, the reader must have high concentration, and must not make the slightest sound. In other words, silent reading is reading from the heart without making a sound about what is read so that readers are more focused and get meaning from the reading they read. In this type, they are trained to concentrate more and be able to understand the contents of the readings that students read.

#### c. Speed Reading

Speed reading is a type of reading that is used to improve comprehension and speed in reading. In speed reading the reader must read the text quickly and must capture the meaning contained. Speed reading is the most difficult type of reading because in addition to having to read quickly the reader must also have a very high concentration so that the reader must grasp the meaning contained in the writing.

Based on the theory, the researcher concluded that there are have three categories kinds of teaching reading there are reading aloud, silent reading and speed reading. Reading aloud focuses on the student's voice, whether the student's pronunciation in reading is correct or not. Silent reading the reader must have high concentration, and must not make the slightest sound. Moreover speed

reading the reader must read the text quickly and must capture the meaning contained.

However Suparman (2006, p. 2) explained that there are three categories of reading comprehension that must be mastered by readers, namely ideas, specific information, references, conclusions and vocabulary. This is explained below.

### 1. Mind idea

Finding the mind idea is one of the most important aspect when the people read paragraph or text. The reader should has skill for finding the mind idea in reading comprehension because mind idea is not explicitly stated in one sentence in some paragraph or text. The reader have to find and conclude the mind idea and what the text purpose.

### 2. Specific information

Specific information is the information that support the definition or the purpose of the paragraph. Specific information develops the topic sentence in paragraph, such as facts, comparison, analogy, cause, effect, and quotation which were all of these can be more easy to reader for understanding the paragraph.

### 3. References

References are words or phrases used either before or after the references in reading material. They are used to avoid unnecessary repetition of words or phrases. It can the readers signal to find the meaning of word elsewhere in the text.

#### 4. Inference

Inference is an educational conjecture or predication about something unknown based on the fact or information available. In other word, inference helps the reader to found prediction on the information from the text or paragraph

#### 5. Vocabulary

Vocabulary is the number of words that are mastered by people or readers who study English. Vocabulary is the most basic thing for everyone who wants to master a language, when the person who learns the language has a large number of words, it is easier for that person to learn more in-depth things. The reader have to master or have lot of vocabulary because vocabulary can interpreted the text become information or idea which gotten by the reader.

Based on the explanation above the researcher concluded that there are several aspects of reading for increasing the students reading skills that are reading aloud, silent reading, and speed reading. For increasing the students reading skill in reading comprehension, the students have to know and master in finding mind idea, specific information, references, inference, and vocabulary. All of these aspects have different function, so the students can use based on the context of reading in their classroom.

#### **2.1.2 Reading Comprehension Skill**

There are several levels of understanding components. Several explanations focus on skills that contribute to aspects of task meaning construction, including

lower skills and higher skills Mcnamara (2007, pp. 49-50). There are three higher level skills associated with meaning construction as follows:

a. Inference Making

Inference making is important to assure understanding the text. The reader may integration statement from the text or combination general knowledge textual information with explicit manner.

b. Comprehension Monitoring

The skill of monitoring one's ability to understand a written text is a very important thing to do. Monitoring understanding tries to match the meanings obtained from the reader, so that it can be seen that whether students' understanding of the reading is good or not.

c. Understanding Text Structure

Understanding the structure of a text is an explicit awareness of the structure of the text and the expectations it generates, students' representations of contrasting meanings and relevant text background information.

However, Mcnamara (2007, p. 52) explains that lower-level skills consist of vocabulary and knowledge of word meanings. Vocabulary can be defined as all the words that are known and used by people who learn the language. Vocabulary is also a skill to measure understanding of meaning in reading.

From the previously explanation above, it can be concludes that the aspect reading skill level from Mcnamara divided by two aspects there are higher skill and lower skill. Higher skill have three aspect; inference making, comprehension

monitoring and understanding text structure. Moreover lower skills consist of vocabulary and word meaning.

Moreover, Nation (2009:34) states that the four focus of reading comprehension as follows:

1. Literal comprehension of the text are involves understanding the text explicitly. It would be more demanding if the learners were not allowed to look at the text while answering the questions.
2. Drawing inferences from the text, this involve working out the main idea of text, taking message from the text, looking at the organization of the text, interpreting character, and working out cause and effect.
3. Using the text for the other purposes in addition to understanding, it mean that involves applying ideas from the text to solve problems, in the text to personal experience, comparing ideas in the text with other ideas from outside text, imagining extensions of the text.
4. Responding critically to the text. This involves considering the quality of the evidence in the text, evaluating the quality of expression and clarity of language of the text, expressing agreement with the ideas in the text and expressing satisfaction or dissatisfaction with the text. And expressing satisfaction or dissatisfaction with the text.

Based on the explanation above, it can be concluded that the aspects from Nation are four aspects there are; literal reading comprehension, drawing inference, using the text for the other purpose in addition to understanding and responding critically to the text.

In this research, the researcher adopted two theories from Mcnamara and Nation. The aspect from Mcnamara become from higher skill there are; inference making and understanding text structure moreover lower skills are vocabulary and word meaning. Meanwhile the aspect from Nation the researcher chose literal reading comprehension. Form this research the researcher will choose type of assessment objective assessment in multiple choice.

### **2.1.3 Narrative text**

Narrative text is one popular and common form of writing. It is a type of spoken or written text that tells or story of one character or more who face certain situations. According to Ardiya (2019, p. 106) Narrative text have characters and plot with a sequence of events. However, Mashithoh (2017, p.18-19) states there is three types of narrative texts, such as : legend, fable, and fairy tale. In this literary of narrative, there is some component like figure, characteristic,plot, conflict, setting, theme, message and point of view.

The first figure actors in thestory, like main actors and companion or support figure in the story. The second, characteristic is two kinds of character in the story, like, protagonist and antagonist, usually is kind-hearted, friendly andothers. While antagonist, usually has a kind bad nature. The third, the plot is a story based on the sequence that occurs in the story, this plot of a story related to cause and effect on the events that tell, like a forward or backward flow. The fourth, conflict is a problem of occurring in the story. The fifth, the setting is consists of a place, time and atmosphere (happy ending or sad ending) on the story. The sixth, the message is a message that conveys by someone. The eighth, point of view is consists of the point of view of the main people used words "I,me,

my and i am" on the story and the third point of view used the word "she, he, it" or other people in the story (Suci, 2020, p. 28).

Based on the explanation above it can be concluded that narrative text is the text that has some characteristics and some purposes. So, narrative text is make the reader easy to understand about the text or paragraph because the reader can certain the form of the contain and understand about the characteristics such as actor, how many characteristics of the actor, plot, theme, and other.

#### DefinitionofLearningStyle

Learning is the process of seeking and increasing understanding and knowledge of what you want to know. Many people claim that learning is to master knowledge. Some people also say that learning is to gain knowledge. Some psychologists have concluded to clarify the meaning of learning itself. To get further explanation, the researcher will show some professional ideas about the definition of learning and learning styles.

Learning is a process of changing a person's behaviour or actions that are carried out continuously so that they have a tendency and become a habit that is continuously carried out. The purpose of learning itself is to change the behaviour of students and the mindset of students from being less good to being better. According to Ions in Reece (2013, p. 14) the learning outcomes experienced by students are perfect results because in the process of achieving results students have a process of change ranging from small to very significant changes. Learning is a system that aims to help the learning process of students, which contains a series of events that are designed, in learning students are influenced by the

learning process so that students can change their mindset or have much better abilities.

Learning is indicated by changes in behaviour as a result of experience as a result of the knowledge achieved (Learning is an activity that is accustomed and has the goal of changing the behaviour of students according to what is expected to be better than before). Meanwhile, Grabe and Staller (2011, p. 45) say that learning is a change in performance as a result of training. While learning is a behaviour that changes because learning pays attention to the authoritarian aspects physically and psychologically. The changes in question are problem solving/thought management, skills, training, savoir faire, habits and attitudes.

Learning style is a general and broad approach used to learn a subject. Learning styles are various approaches or ways of learning. According to Chein (2014, p. 12) learning style is a consistent pattern of behaviour but with a certain range of individual style variability, it is an overall pattern that provides general direction for learning behaviour. Learning styles cover various aspects of cognitive, affective (emotional and attitude), and social.

Learning styles refer to the natural ways, habits, and preferences of individuals to absorb, process, and retain new information and skills. Learning styles must still exist in learning, regardless of teaching methods and materials delivered. Learning styles can be divided into three main categories: cognitive learning styles, sensory learning styles, and personal learning styles.

According to Ambirian (2013, p. 19) learning style is a way of liking to think, process and understand information. So the learning style shows various activities and the role of thinking as an effort to understand intonation, this

opinion is in line with the opinion of Sukardi (2010, p. 32) learning style is a combination of the way a person absorbs knowledge and knowledge. How to absorb knowledge, organize and process the information or knowledge obtained.

From the explanation of the theory above, the author can conclude that learning is a process of gathering information such as knowledge, as well as the formation of skills or attitudes, which are obtained by learning or education to make changes for ourselves for the better. Learning is a process to change a person to be better than before starting from attitudes, knowledge, skills and others so that there is a change in a person based on previous experience. The changes are like from not knowing to knowing, from being unable to being able and from being unskilled to being skilled. Learning style is the way students learn to recognize and understand information through various accepted and stimulating approaches to create learning strategies and can influence student learning outcomes.

#### **2.1.4 Types of Learning Styles**

According to Brown (2010, p. 234) there are three main types of learning styles in which individuals are often categorized in terms of learning, as well as increasing the ease of learning information.

##### **1. Visual Learners**

Visual learners are learners who have a learning focus or interest in learning in visual methods, which are related to images. Usually they tend to understand more and like it when the teacher explains the material using media pictures. This type of student is one type of student who easily captures information through

objects or the learning process carried out requires media or objects to help students in visual type.

## 2. Auditory Learners

Auditory learners are learning styles that use audio or hearing media. Students are more focused on listening to something, in the learning process students are more happy to listen and even students can learn better by just listening without seeing an object. Students who have this learning style usually need learning media such as speaker, recordings, and others that can help them learn and understand things better.

## 3. Kinesthetic Learners

Kinesthetically is when students understand and best learning information is presented to them. They are using hand or body to help students experience the concept being taught. Students receive information from three channels across them and as students get older and develop, the first channel will easily facilitate better acquisition than the other.

Based on that explanation we can conclude that in learning style has three categories that should apply on different characteristics of the students. The teacher should know their students, teach the students that suitable with the style of learning with students' characters those are using visual learning, auditory learning, and kinesthetic learners.

### 2.1.5 Characteristic of Learning Style

There are three main characteristics of styles according to Brown (2010, p. 236) which describes the categories of students who have differences in learning, especially in the way and learning style of each individual, where students can understand learning in a personal way those are visual, auditory and kinesthetic learners.

#### 1. Visual Learners

Students do what they want, including talking about situations and conditions as well as those related to problems that cause pros and cons in the situation, thus requiring them to speak. Students show their character with tones, voices, and emotions that lead them to be expressive and think about what they have seen. Usually, this type of student learning style is a student learning style that is more active in speaking than listening. The learning process carried out must be descriptive so that it is longer and can be repeated. Students like to listen to other people but prefer to also listen to themselves, in other words they prefer to talk. With this type of character, students tend to remember faces but forget names. In learning, students are easier to remember the pictures they have studied compared to remembering explanations from teachers who use the lecture method. Students tend to like illustrated stories compared to stories that have long writings or narratives. Visual learners are students or people who have a learning style by looking at objects or pictures that have been studied, now it will be much easier for them to remember.

## 2. Auditory Learners

Auditory learner described the expression students such as their looks around and investigate situation. Students may stare when angry and beam when happy. Students have assumed that pictures and detail are live imagination. They may shut up and become impatient and when they are listening need to be extensive. They have large memory visual better than words. They like make a note, relative do not notice the sound. They are easily disturbed visual or motion. They solve problems deliberately, plan ahead and organize their thoughts by writing them down. They like to read descriptions and narratives.

## 3. Kinesthetic Learners.

Kinesthetic learners are when students try things such as touch, feel and manipulate object. Students remember well what was done, not what they saw or talked about. Students prefer direct involvement in what they are learning; students are distracted' and have difficulty paying attention to auditory or visual presentations. Rarely an avid reader, they may often fidget while holding a book.

Based on that explanation we can concluded that in learning style has three characteristic that should apply on different characteristic of the students. The teacher should knowing their students, teach the students that suitable with the style of learning with students' characters those are using visual learning, auditory learning, and kinesthetic learners.

## 2.2 Previous Related Research

The importance of learning styles makes many researchers explore and report on student achievement in finding different ways of learning. Previous research is quite important for researchers as a guide in conducting this research. There' are at least four previous studies related to this research.

First, Solihkatin (2008) in her research “ A study on students' learning style preferences in learning English at SMP Negeri 4 Malang. Information about presence variation learning style is important to teaching or learning English, because can be used properly by the teacher to improve right treatment or by students to find out their strength in English ability.

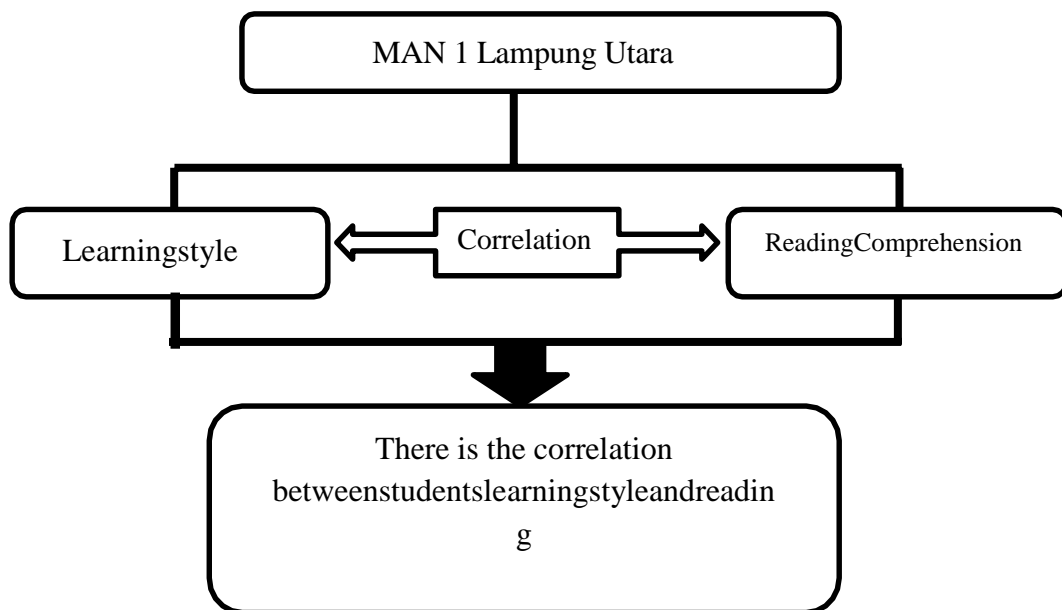
Second, Ali (2016) in his research “The correlation between students vocabulary' mastery and reading' comprehension” concludes that there is significant correlation between students' vocabulary mastery and readings comprehension.

From the several previous research findings, it can be concludes that learning style is ones of the most important factors- in teaching and learning process activities because learning styles greatly affect individuals in understanding the material presented by the teacher or the person providing information. The difference between the findings of the previous research above and mine is that the results of the previous research above examined learning styles in general, whereas my research was mores specifics in examining readings comprehension.

### 2.3 Frame of Thinking

Conceptual Framework is a description of the pattern of relationships between variables in a unified whole which is a description of the research focus. The framework is intended as a basic for systematic thinking and reducing the problem discussed in this study.

To make the reader easily to understand, the researcher made a chart of conceptual framework with the title “the correlation between students’ learning style and their reading comprehension at the eleventh grade students’ MAN 1 lampung Utara” this framework will be presented on the diagram below



**Picture 1. The Frame of Thinking about The Correlation Between Students’ Learning Style and Their Reading Comprehension at the Eleventh Grade of MAN 1 Lampung Utara in Academic Year 2022/2023.**

## 2.4 Hypothesis

Hypothesis provides ways in the data collection, hypothesis can help researcher about the data require which are proven by researchers. Based on the theories and also the formulation of the problem, the researchers would like to make hypothesis as follow:

$H_a$ =There is correlation between students learning style and their reading comprehension at the Eleventh Grade of MAN 1 Lampung Utara in academic year 2022/2023.

$H_0$ =There is no correlation between student learning style and their reading comprehension at the Eleventh Grade of MAN 1 Lampung Utara in academic year 2022/2023.