

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

2.1 Reading Comprehension

2.1.1 Definition of Reading

The definitions of reading are variously stated by some experts. Reading comprehension is a foundation to students' overall academic success in school. According to McNamara (2007:3-4) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited. Readers who are metacognitively aware are able to monitor their understanding while reading, deploying and manoeuvring within their strategy repertoires to address any gaps when deriving meaning from text, thus facilitating comprehension.

Reading is one of basic language skills. Together with listening, it is called receptive skills, while the two others, speaking and writing are labelled as productive skills. The first two skills named as receptive skills since they are used to get information in written and spoken form. Speaking and writing then, called productive skills because they are used to convey the information orally and in written form. All these skills are important in learning English, but reading is more crucial to be possessed by the learner since this skill is very helpful in almost all aspects of their academic activities. There are a lot of important information about this subject should be found out from text books, articles, journals, papers and so forth. The information sometimes can be easily found on the text, but sometimes it needs students ability to make a conclusion or to interpret the text or, to comprehend what have been written by the writer on that books in order to seek the important information conveyed.

That is the reason why students should have a good reading skills (Rahmasari M et al., 2023:1)

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by

interpreting, synthesizing, evaluating, and selecting the important information. According to Brassell and Rasinski (2008:15-16), reading refers to the ability to comprehend or make meaning from a written text². In addition, reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print.

2.1.2 Definition Reading Comprehension

Reading comprehension is a part of reading skill. Klingner, Vaughn in Ocatavia (2020:126) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. It needs readers strategy in using their reading skills to get the writers messages, especially if the information conveyed are implicitly stated. The ability in bridging all the clues present on the text and end up with a conclusion as the writer's intended, is needed.

Furthermore, according to (Octavia & Jufri, 2020:126) that in reading the information in the text is processed by following the flow of thought of the writer in a text to the reader's mind, so that the reader can build meaning. For instance, the reader attempts to find the writer's idea, then the reader interpret the text as possible as writer's idea. In addition, Commander and Guerrero (2013) say that reading is an interaction process of communication between reader and text. These two experts actually have the same concept of the reading. On the other hand, Nunan emphasizes on the combination of the information in the text with the reader's mind, but Commander and Guerrero view that the reader should have communication with the writer in order to catch the meaning.

According to Widdowson (1982:28), "reading is a process of matching information in a text to internally activated information. Thus, reading is not information processing but rather information interpreting-what we understand from a text depends

in part on what we knew previously, as well as on how we allow the text to extend and refine our knowledge of the topic. Reading is the interaction of the text and the reader. According to the explanation above that, reading comprehension involves taking meaning to a text in order to obtain meaning from the text. The ability to comprehend printed or written material, however involves much more than recognizing words, knowing their appropriate meanings, and reading phrases and sentences. Reading comprehension is a complex process involving many different types of higher level thinking (Snow, 2022:8).

2.1.3 The Purpose of Reading Comprehension

Anderson as cited in Nunan (2003 :74) said that there are seven aims or purposes of reading. They are as follow:

a. Reading for details and facts

Reading for details and facts are reading to get the information that is done by figure or to solve the problems which are made by figure.

b. Reading for main ideas

Reading for main ideas is reading to get the topic, the case of the story, something which is learned or experienced, summarize something that has been done by the figure.

c. Reading for sequence or organization

Reading for sequence or organization is reading to understand the parts of the story from the beginning until the end of the story.

d. Reading for inference

Reading for inference is reading to understand the figure do something or the author's mean of the passage.

e. Reading for classifying

Reading for classifying is reading to understand something unusual, to find something that is it fact or not.

f. Reading for evaluating

Reading for evaluating is reading to evaluate to know the figure is success or not, whether we want to imitate what is done by the figure in the story.

g. Reading for comparing of contrast

Reading to compare is reading to know the differences or similarities of two things outside the text. The various aims of reading explained previously indicated that the every expert have own perspective about the goal of reading.

Thus, it can be concluded that the aims of reading are to know the content of the text. In other word, comprehension is the main aim of reading.

2.1.4 Kinds of Reading

There are some kinds of reading. As (Khatimah, 2020:9) states that there are two types of classroom reading performance, those are oral and silent reading. Oral reading is preferred to the beginning level. At the beginning and intermediate level, oral reading can serve as an evaluative check on

processing skills, double as pronunciation check, and serve to add some extra students' participation while silent reading is better to the advance one. Silent reading can be subcategorized into intensive and extensive reading.

According to Khatimah (2020:14), intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantics details of passage. Patel and Jain (2008:117-119) state intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading call students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications and rhetorical relationship. While extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Bamford et al (2004:1-4) defined "Extensive reading is a language teaching procedures where learners are supposed to read large

quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text” In the other word extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Most extensive reading is performed outside of class time (Bamford et al, 2004:1-4).

a. Professional Articles

Professional articles are typically widely accessible to the public, but focus on industry-specific topics (as opposed to the general topics you might see in a newspaper article).

b. Essays

Essays are a short piece of writing representing one’s side of the argument or one’s experiences, stories, etc. Essays are very personalized.

c. Technical Reports

A technical report is a document that describes the process, progress, or results of technical or

scientific research or the state of a technical or scientific research problem.

d. Short Stories

Short story, brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes.

e. Books

A book is a medium for recording information in the form of writing or images.

To be concluded, in this research the researcher will use short stories as the kind of reading since it is also used by English teacher to teach reading at SMAN 3 Kota Bengkulu.

2.1.5 The Importance of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. Reading can improve students' attention span and comprehension. In general, there are two reasons

why reading is important in daily life (Pradani, 2021:5):

- a. Reading will help to achieve some clear aim or information. It means that reading is one of the ways to get information.
- b. Reading is needed for career, for study purposes, or simply for pleasure. Teacher or students reads a book to improve their knowledge and people read comic, magazine, or novel for pleasure.

In language teaching, reading is useful for language acquisition. It can help to improve students' English ability. Khatimah (2020:10) said that reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship. It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, others must be good too. In addition, reading can be used to improve their language components. It means that by reading, the

students may improve their language skill, such as their grammar and vocabulary. So, reading is important daily life. By reading we can get pleasure, we can get information and more knowledge. Beside it, in language teaching reading is useful for language learning or to develop intelligent of citizenship.

2.1.6 Levels of Comprehension

According to Parmawati (2017:14) reading comprehension is divided into four levels. They are literal reading, interpretive reading, critical reading and creative reading. The four levels of comprehension are elaborated as follows:

1. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and itself and is a prerequisite for higher-level understanding. Recognition stated mind ideas, details, causes and effects and sequences is the basis of literal comprehension, and thorough understanding of

vocabulary, sentence meaning, and paragraph meaning is important.

2. Interpretive Reading

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated.

3. Critical Reading

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standard and drawing conclusions about the accuracy, appropriateness, and timeliness.

4. Creative Reading

Creative reading involves going beyond the material presented by author. It requires reader to think as they read, just critical reading, and it also require them to use their imaginations.

2.2 Visual, auditory, Kinesthetic (VARK) Strategy

2.2.1 Definition of Visual, auditory, Kinesthetic (VARK) Strategy

VARK is three modalities of learning that is first developed by Neil Fleming to show individual preference in the learning process by seeing (Visual), listening (Auditory) and touching (Kinesthetic). According to the VARK theorists, we need to present information using all three styles. This allows all learners the opportunity to become involved, no matter what their preferred style may be. Huda in Ramadian et al (2019:143) states that VARK learning model is multisensory learning style that engages three learning style namely seeing, listening and moving. Teacher should encourage students not only use one modality but also combine three modalities to increase their achievement and cover up their weakness in the study.

Moreover, Rambe & Zainuddin in Ramadian et al (2019:143) VARK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, selfpacing, and self-evaluation to produce a learning

outcome based on the difference of students' learning style. According to Sousa in Hamdani (2014:40) VARK model identifies three types of learners based on how learner learns more effectively: (1) visual learners are those who learn things best through seeing them, (2) auditory learners are those who learn things best through hearing them and (3) Kinesthetic/ tactile learners those who best when physically involved with the environment, such as by playing games or performing demonstrations. Research on VARK model shows discrepancies on the dominance of each learning style and learner's individual preference. For example, in the study carried out by Nouryia in Saudi Arabia shows that the dominant learning style is visual followed by Kinesthetic and Auditory.

VARCK learning model is an approach and development from Quantum Learning. This VARCK learning model consists of a combination of motivation, engagement and cognitive processing habits, which then influence the use of metacognitive

skills such as situation analysis, self pacing and self evaluation to produce a learning outcome based on the difference of students' learning style (Brown, 2000:34). Dunn and Dunn in Deporter suggest that learning styles are categorized as visual, auditory, and kinesthetic. Visual learners learn visually by means of charts, graphs and pictures. Auditory learners learn by listening to lectures. Kinesthetic learners learn by doing, touching, working and movement (Deporter: 2007:16).

Based on the definition above, it can concluded that VARK learning model is learning style that combine three sensory modalities to absorb information, lesson and knowledge by seeing, hearing and moving, which helps students to learn through more than one the senses and they can learn easily, faster to improve their achievement in the teaching learning proces.

2.2.2 Implementation of VARK Strategy

Dunn and Dunn in (Lista et al., 2016:65) mention about how to implement the VARK learning model in the classroom by providing some technique which can be used by the teacher to address the needs of students with different learning style. The implementation of VARK learning model in English language classroom involves :

2.2.2.1 Using Small Group Technique

Small group technique is a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques. At this stage, teacher divides into small group consisting of 3-5 students.

2.2.2.2 Using multisensory resources (visual, auditory and kinesthetic) model in the teaching learning process.

At this point, teacher use picture and video in small group technique. Then, teacher ask the students to present the task has given by teacher in

front of the class. The description of each point is explain below :

a. Picture

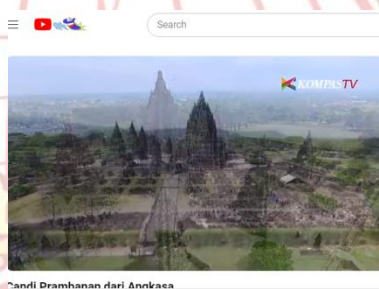
Picture is important media in learning process. According to Harmer in Wulansari (2016:23), the kind of picture includes flashcards, large wall picture, cue card, photograph or illustrations. Teachers should use picture, power point or overhead project (OHP) to attract students' attention in the teaching and learning process. The picture can be useful visual learners to absorb the material.



Picture 1. Example of Picture used for Teaching
Descriptive Text

b. Video

The advantages of watching video in the class are students not only hear language but also see the materials. Moreover, by using video is interesting activity which allows students can take notes of the stories, the events, the settings and others. In addition, watching video will be useful for visual and auditory learners.



Picture 2. Example of Video used for Teaching Descriptive

Text from Youtube

c. Role Play

Huda in Wulansari (2016:25) states that role play is a way of bringing situations from real life into the classroom. In the learning process, role play is interactive and effective learning, which the students can explore their skill. Meanwhile, role play can engage kinesthetic learners to express

their physical potential. For instance in teaching report text the teacher will ask the students to make a role play as a tourist and a guide who explain about Candi Prambanan.

The researcher will use picture to stimulate the students' visual sensory, audio to stimulate the students' auditory, and role play to stimulate the students' Kinesthetic. The use of picture as visual aids can help the students to remember and review things that have learned. The students can easily visualize objects, plans, and outcomes in their mind's eye. Picture also can help the students to have a good spatial sense, which gives them a good sense of direction.

2.2.3 Advantages of VARK Strategy

There are some advantages of VARK learning model:

- 1) Students can learn in different ways
- 2) The attention and focus of students will be more easily engaged by diverse decreasing disruption in the classroom

3) Learning will be more effective, because it addresses three learning styles

4) The students become active.

Another advantages from VARK strategy was as follows (Rafida et al, 2018:7)

- 1) Learning will be more effective, because it combines all three learning styles
- 2) Able to train and develop the potential of students who had been possessed by each individual
- 3) Bring up a better learning atmosphere, attractive and effective (Ex. When students watch video clips, then go for group discussion or practical activity)
- 4) Provide hands-on experience to students Being able to maximally engage students in discovering and understanding a concept through physically activities such as demonstrations, experimentation, observation, and active discussion
- 5) Being able to reach every student's learning style

6) Students who have good ability will not be hampered by the weak students in the study because this model is able to serve the needs of students who have the average ability

2.2.4 Disadvantages of VARK Strategy

The disadvantages of VARK learning model is teacher find hard thing to teach students, because they have different learning model in the study. Thus teacher needs more energy in the teaching and learning process.

Another disadvantages of VARK (Visual, Auditory, Kinesthetic) Learning Model is many people are not able to combine the three styles of learning. So people are only able to use one style of learning, it will only be able to capture the material if using a method that is more focused on one learning style that dominated (Rafida et al, 2018:7).

2.3 Descriptive Text

2.3.1 Definition of Descriptive Text

Description text has function to give a clear description about something; it can be a person, a thing, a happening, a place, a situation or the other. When we describe someone or something, we give our readers a picture in words. Descriptive text is one kind of texts that must be mastered by students in learning English. In the syllabus of the first grade in senior high school, descriptive text is one of the materials that should be taught by the teacher in the teaching learning process. Descriptive text can be called also as descriptive paragraph. According to Pardiyono cited in Sumarsih and Sanjaya (2013) says that description paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living) things and it has the aim that is giving description of the object to the reader clearly. Therefore, Descriptive text is a kind of text that describes a person, place, thing or animal clearly and

specifically. Moreover, the purpose of descriptive text is to describe something in a specific way.

2.3.2 Generic Structure of Descriptive Text

According to Harmenita and Tiarina (2013) the generic structures of descriptive text are as follows:

- a. Identification Identification explains about the topic or identifying what or who want to be described.
- b. Description Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something.

2.3.3 Language Features

Kemendikbud (2013) stated the language features of descriptive text are:

- a. Using simple present tense.
- b. Using nouns that have correlation with people, place, and famous historical building.

- c. Using adjectives that have correlation with people, place, and famous historical building.
- d. Using spelling and handwriting clearly and orderly.
- e. Using utterances, stressing and intonation when students are asked to present their work.
- f. Word reference

2.3.4 Example of Descriptive Text

Text Elements	Example
Identification	Sewu waterfall is one of the most interesting places of interest in Karanganyar.
Description	It <u>is located</u> not far from central city. It is about 30 kilometers east of Solo. It <u>has</u> cool weather most of the time, and fresh air. The water falls for more than 30 meters down to a small lake, and then the waters flows to the small river. There <u>are</u> many funny and tame monkeys above the trees of the left and right side of the sidewalk down to the lake. The falling water <u>looks</u> fantastic , and with the hard blow of the wind around the lake, the beauty of the nature <u>is enhanced</u> .

B. Previous Studies

There are some previous studies related to this research. First, a study by Naibaho & Manik (2023) entitled “The Comparative Study of Visual and Auditory Learning Style on Jigsaw Strategy on Students’ Reading Comprehension at Junior High School”. The results of this study were (1) there was different post-test score between auditory and visual class where the visual class had higher score (71,25) than the auditory class (67,00) after being taught using jigsaw strategy. The result of the paired sample t-test showed that the values of sig (2-tailed) was $0,000 < 0,050$ which means that there was significant different between the Pre-test and Post-test and it can be concluded that there was mean difference between the pre-test and the post-test of reading comprehension score of visual and auditory learning style after taught using jigsaw strategy.(2) Based on the ANCOVA test it was found that the value of level of significance of learning style was 0.120 and the value of level of Jigsaw strategy significance level was 0,162. It can be said that there was

no significance effect of jigsaw strategy on students' reading comprehension of auditory and visual and auditory Learning Style at SMP Negeri 3 Lintonghuta.

Second, Rasmawati (2019) entitled "The Use Of Visual Auditory Read Kinesthetic (VARK) Learning Model To Increase Students' Vocabulary (A Pre Experimental Research at the Seventh Grade of MTs Aisyiyah Sungguminasa)". The research findings indicated that the use of Visual Auditory Read Kinesthetic (VARK) learning model could improve students' vocabulary. It could be saw of the students' mean score in pre-test was 45.51, but after evaluation in post-test the mean score was 81.55 so, the improvement was 79.19%. Than the t-test value was higher than t-table value, or $10.50 > 2,048$. It proved the hypothesis that there was an improvement from the score of students' pre-test and post-test, where their achievement after using Visual Auditory Read Kinesthetic (VARK) learning model was higher than before using the model.

The last, a study by Riyadi et al., (2018) entitled “The Influence of Vark Learning Style Towards Reading Comprehension of Third Year Students at SMAN 3 Kotabumi”. They were categorized according to their learning style by using VARK questionnaires and then their mean score of the reading comprehension test were compared. The aspects of reading comprehension were also analyzed to find out the best aspect of reading comprehension of each learning style group. The result showed that the mean score of read/write group was the highest among the others. This indicates that read/write style is the best in reading comprehension.

Table 2.1 Summary of Previous Study

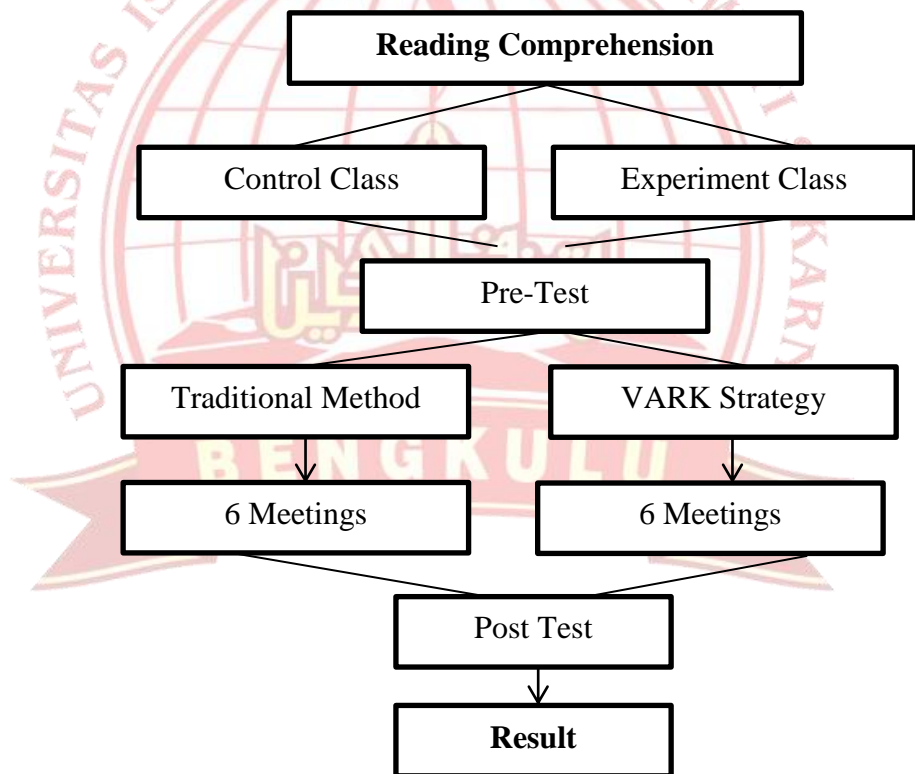
No	Author (Year) & Title	Method	Setting	Result
1	Naibaho & Manik (2023) entitled “The Comparative Study of Visual and Auditory Learning Style on Jigsaw Strategy on Students’ Reading	The design of this study was mixed design quantitative comparison with quasi - experimental research	SMP Negeri 3 Lintonghigura	There was different post-test score between auditory and visual class where the visual class had higher score (71,25) than the auditory class

	Comprehension at Junior High School”			(67,00) after being taught using jigsaw strategy
2	Rasmawati (2019) entitled “The Use Of Visual Auditory Read Kinesthetic (VARK) Learning Model To Increase Students’ Vocabulary (A Pre Experimental Research at the Seventh Grade of MTs Aisyiyah Sungguminasa)”	Quasi - experimental research	MTs Aisyiyah Sungguminasa	The use of Visual Auditory Read Kinesthetic (VARK) learning model could improve students’ vocabulary.
3	Riyadi et al., (2018) entitled “The Influence of Vark Learning Style Towards Reading Comprehension of Third Year Students at SMAN 3 Kotabumi”.	Quasi - experimental research	SMAN 3 Kotabumi	The mean score of read/write group was the highest among the others. This indicates that read/write style is the best in reading comprehension.

This previous study and present research are similar since it analyzed the implementation of VARK Learning model on students’ English skill. However, the subject

and the skill to be improved on this previous study is different from the present research. The previous study improved the students' vocabulary mastery while the present research will use VARK strategy to improve second grade of SMAN 3 Kota Bengkulu students' reading skill.

C. Theoretical Framework



Picture 2.1 Diagram Conceptual Framework

In the chart above, it can be explained that in this study the class will be divided into two parts, namely the control class and the experimental class. The first step, both classes do a pretest. The second step, the control class uses the traditional method and the experimental class uses the VARK Strategy. Both classes get the same meeting, namely 6 meetings. The third step, after going through six learning meetings, a post-test will be conducted. Through the results of this post-test, the results can be concluded.

D. Hypothesis

In order to answer the research question, the following hypotheses are proposed, the null hypothesis (H_0) and the alternative one (H_1). If the null hypothesis (H_0) is rejected, the alternative one (H_1) will be accepted.

And vice versa, if the null hypothesis is accepted, then the alternative one will be rejected.

The hypothesis is:

H_1 = There is an effect of using VARK (Visual Auditory Kinesthetic) Strategy toward Students' Reading Comprehension.

H_0 = There is no effect of using VARK (Visual Auditory Kinesthetic) Strategy toward Students' Reading Comprehension.

