

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, writer discussed about related previous of the study, synonym context clue, and Reading comprehension.

A. Previous of the study

Firstly, *Seyed Jalal AbdolmanafiRokni*. was to explore and compare the effect of grammatical and contextual clues on reading comprehension of Iranian EFL learners. The results of the present study displayed that clues regarded as a working factor in the way that a learner comprehends a reading passage and context clues can greatly influences reading comprehension of EFL learners.¹

Secondly, Fatmawati had conducted a study about“ the correlation between students’ achievement in vocabulary and reading comprehension of eleventh grade students”. It was proven from the result of significance of the correlation between English vocabulary and reading comprehension that the correlation between the two variables was 0.41. The value of r_{table} at significance level of 5 % and degree of freedom (df)= 29 is 0.367. The $r_{counted}$ is higher than r_{table} . It means that there is a correlation between students’ achievement in vocabulary and reading comprehension.² It means that there was a significant correlation between students’ achievement in vocabulary and reading

¹Seyed Jalal Abdolmanafi Rokni & Hamid Reza Niknaqsh, *The Effect of Context Clues on EFL Learners’ Reading Comprehension*, Golestan University, Gorgan, Iran, December 2013 | Volume 3, Issue 6 / *ELT Voices – India International Journal*|ISSN 2230-9136 (Print) 2321-7170 (Online)

²Fatmawati, *The correlation between students’ achievement in vocabulary and reading comprehension of eleventh grade students*, / *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 3 2014 – ISSN 2331-1841.

comprehension. Based on the observation, the writer found a research which is related to this research.

Third, research entitled “The correlation between students’ vocabulary mastery and reading comprehension”. It was conducted by Ali. There were many differences and similarities between this research and the previous research. The result of Ali’s research shown that the r_{xy} is 0.641 and r_t is 0.361, it means that the r_{xy} is higher than r_t and there is a correlation between students’ achievement in vocabulary and reading comprehension while the result of this research shown that the r_{xy} is 0.41 and r_t is 0.367, it means that the r_{xy} is higher than r_t and there is a correlation between students’ achievement in vocabulary and reading comprehension.³

Fourth, based on Fajar furqon, entitled “Correlation between students vocabulary mastery and their reading comprehension”. The paper deals with the correlation between students’ vocabulary mastery and their reading comprehension. Data were collected from 34 second grade students. The test items of reading comprehension and vocabulary mastery were given to the students to measure their level of reading comprehension and vocabulary mastery. The results were compared to find out the correlation between those variables. The findings showed that there was a strong correlation between students’ vocabulary mastery and their reading comprehension.⁴

³*Ibid p.1*

⁴Fajar furqon, *The Journal of English and Education* 2013, 1(1), 68-80

Fifth, Bailey in Using Context Clues to Improve Reading Comprehension, the finding was Context clues can help many people with dyslexia to compensate for weak reading skills when comprehending reading passages. Context clues significantly increase reading comprehension.⁵ Those with dyslexia scored lower in spelling and required more time to read and indicated students' relied on context clues, both during the study and in every day reading, to aid in comprehension. When encounter a word don't know as student was read, choose to look it up in a dictionary, ignore it or use the surrounding words to help students determine what the word means. Using the words around it is using contextual clues. Even if can't figure out the exact definition, phrases and words should be able to help students make a guess about the word's meaning.⁶

Based on the related study above, the writer did the same research but different in subject and object of the research. The topic of this study is the correlation between synonym context clue and reading comprehension. It is different with the related study above. Usually, the related study above are about vocabulary and reading comprehension. But, here the study focus on correlation between synonym context clue and reading comprehension. The sample of this study is hird semester students of English study program of IAIN Palangka Raya. It is different level of education with the related study above.

⁵Eileen Bailey. <http://www.readingrockets.org/article/using-context-clues-understand-word-meanings>. Copyright © 2015 WETA Public Broadcasting Submitted by marilyn d rosal (not verified) on May 14, 2014 - 1:54pm

⁶Ibid.

B. Correlation

Correlation is a measure of the relationship between two or more variables. The measurement scales used should be at least interval scales, but other correlation coefficients are available to handle other types of data. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation.⁷ In this study, the writer wants to know there any correlation between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya.

Correlation studies are used to look for relationship between variables, there are three possible results of a correlation study.⁸

- a. Positive correlation: both variables increase and decrease at same time. A correlation coefficient close to + 1.00 indicate a strong positive correlation. In this study positive correlation meant that there is any positive correlation between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya. It meant that between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya was positive correlation.
- b. Negative correlation indicates that as the amount of one variables increases, the other decreases (and vice versa). A correlation coefficient close to – 1.00

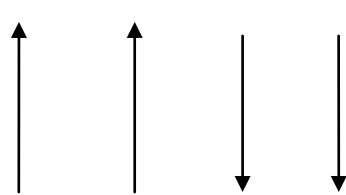
⁷Trakia. *Journal of Sciences*, Vol. 3, No. 6, pp 27-31, 2005 Copyright © 2005 Trakia University Available online at: <http://www.uni-sz.bg>.

⁸Puspita. *The Correlation Between Vocabulary Mastery And Speaking Ability Of Third Semester Students Of English Departement Of Sarjanawiyata Tamansiswa University*, thesis, jogjakarta:sarjanawiyata tamansiswa, 2005

indicates a strong negative correlation. In this study negative correlation meant that there is any negative correlation between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya. It meant that between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya was negative correlation.

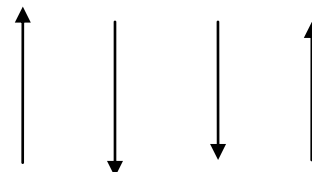
c. No correlation indicate any relationship between the two variable. A correlation coefficient of indicates no correlation. In this study no correlation meant that there is no correlation between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya. It meant that between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya was not correlation.

Positive coefficient correlation (+) negative coefficient correlation (-)



or

one direction correlation



or

two direction correlation

It can be concluded that correlation is to look for about the could relationship between two or more aspect that be related. This relationship could be in different supporting variables or not.⁹

a. The concept of correlation

Correlational research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a correlation coefficient. The sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also interfaces. For example, the correlation between height and weight is positive because tall people tend to be heavier and short people lighter. A negative coefficient indicates that as one variable increases, the other decreases. The correlation between outdoor air temperature decreases, heating bills rise.¹⁰

The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from + 1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to - 1.00 (indicating a perfect negative relationship). A perfect positive relationship means that for every z-score unit increase in one variable there is an identical z-score unit increase in the other.¹¹

⁹Ikah, **The Correlation Between Students' Achievement And Reading Ability, At The Second Grade Student Of Madrasah Aliyah Negeri (MAN) II Narogong**, Bekasi, Thesis, Jakarta: 2006.

¹⁰Donald Ary, Lucy Cheser Jocerbs, Chis Sorenses&AsgharRazavieh, **Introduction to Research in Education**, Canada:Nelson Education,2010,8th edition, p. 350

¹¹*Ibid* p.350

In this study, the writer focus on the correlation between reading comprehension and synonym context clues at third semester students of English study program students of IAIN Palangka Raya.

C. Synonym Context clue

a. Definition of Synonym

Synonymy is one of the lexical semantic relations, which are the relations between meanings of words. By definition, synonyms are ‘one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.’¹² Context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Because most of your vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues.¹³

Here, the writer want to know there any correlation between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya.

Synonyms or examples an author might give examples of a word in order to give the reader an idea of what a word means.

For example: The river was full of noxious materials such as cleaning agents from factories and pesticides from the nearby farms. The words such as let us know an example is coming. Even though you may not know what

¹²Tong Wang And Graeme Hirst, *Department of Computer Science, University of Toronto, Toronto, ON M5S 3G4, Canadae-mail:{tong, gh}@cs.toronto.edu.*

¹³Irwin L. Joffe's. *Opportunity for successful reading*, 3rd ed. p 153

noxious means, the examples of “cleaning agents” and “pesticides” let you know that things that are noxious are dangerous and poisonous.¹⁴ In this study, the synonym context clue in text of reading test was correlate with students’ reading comprehension about the test or not.

b. Synonym restatement clue

Synonym / Restatement Clue was the meaning of a word can be acquired by examining a phrase that restates or paraphrases a preceding or following word. Signals that a restatement is being given include typographical clues such as commas, dashes, parentheses and word clues such as or, that is, in other words.¹⁵

The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. Synonyms are words with the same meaning.

Examples:

- 1) Flooded with spotlights – the focus of all attention – the new Miss America began her year-long reign. She was the **cynosure** of all eyes for the rest of the evening.

“Cynosure” means “the focus of all attention.”

- 2) The mountain pass was a **tortuous** road, winding and twisting like a snake around the trees of the mountainside.

“Tortuous” means “winding and twisting.”

¹⁴<http://www.slideshare.net/mfilano/context-clues>. Online activity. Accessed on August 2016

¹⁵[TheSaurus.www.thesaurus.com/browse/restatement](http://www.thesaurus.com/browse/restatement)Online activity. Accessed on August 2016

3) After seeing the picture of the starving children, we felt **compassion** or pity for their suffering. In this sentences the word platys tells us that “**compassion means pity and effected**”

c. Context clue

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word issued can the reader decide upon an appropriate definition to fit the context. A reader should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the reader’s purposes.¹⁶

Context clues should not be relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is a common one that will be needed again; in these cases, a dictionary should be consulted.¹⁷

There are several different types of context clues. Some of them are:

1) Definition / description clue

¹⁶Readwritethink.Http//www.readwritethink.org/files/resources/lesson images/lesson1089/types context clues pdf.

¹⁷Heather C. **Primary sujet-Language Arts Grade level 3**

The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include “that is,” commas, dashes, and parentheses.

Examples:

- a) His emaciation, that is, his skeleton-like appearance, was frightening to see.

“Skeleton-like appearance” is the definition of **“emaciation.”**

- b) Fluoroscopy, examination with a fluoroscope, has become a common practice.

The commas before and after **“examination with fluoroscope”** point out the definition of **“fluoroscopy.”**

- c) The dудeen— a short-stemmed clay pipe — is found in Irish folk tales.

The dashes setting off **“a short-stemmed clay pipe”** point out the definition of **“dудeen.”**

2) Example clues

Sometimes when a reader finds a new word, an example might be found nearby that helps to explain its meaning. Words like including, such as, and for example, point out example clues.

Examples:

- a) Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean.

“Piscatorial” obviously refers to fish.

- b) Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries.

“Celestial” objects are those in the sky or heavens.

- c) In the course of man’s evolution, certain organs have atrophied. The appendix, for example, has wasted away from disuse.

“Atrophied” means **“wasted away.”**

3) Contrast / antonym clue

Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like “although,” “however,” and “but” may signal contrast clues.

Examples:

- a) When the light brightens, the pupils of the eyes contract; however, when it grows darker, they dilate.

“Dilate” means the opposite of **“contract.”**

- b) The children were as different as day and night. He was a lively conversationalist, but she was reserved and taciturn.

“Taciturn” means the opposite of a **“lively conversationalist.”**

4) Mood / tone clue

The author sets a mood, and the meaning of the unknown word must harmonize with the mood.

Examples:

- a) The lugubrious wails of the gypsies matched the dreary whistling of the wind in the all-but-deserted cemetery.

“Lugubrious,” which means **“sorrowful,”**

Fits into the mood set by the words **“wails,” “dreary,”** and **“deserted cemetery.”**¹⁸

5) Experience clue

Sometimes a reader knows from experience how people or things act in a given situation. This knowledge provides the clue to a word’s meaning.

Examples:

- a). During those first bewildering weeks, the thoughts of a college freshman drift back to high school where he was **“in”** knew ever one, and felt at home. A feeling of nostalgia sweeps over him.
- b). She walked away from her closet and quickly slipped a jersey over her head. She smoothed it into place over her hips, added a belt, glanced at the mirror, and left for work.

6) Analysis or structure clue

The parts used to construct a word can be direct clues to meaning. Knowledge of prefixes, roots, and suffixes can aid a reader in using this type of context clue. Learning one word part can add dozens of words to a reader’s vocabulary. The power of word parts lies in the ability to combine the roots and

¹⁸<http://www.readwritethink.org/files/resources/lesson-context-clues-pdf>

affixes with the context in which a word is used to discover the author's meaning.¹⁹

Examples:

- a). The story is incredible.

The root **cred** means "to believe,"
and the prefix **in** means "not."

Therefore, if a story is **incredible**, it is **unbelievable**.

- b). The **somnambulist** had to be locked in his bedroom at night for his own safety. If a reader knows the meaning of **ambular**(walk) and **somn**(sleep) and sees the sentence,

The reader may realize that a "**somnambulist**" is a **sleepwalker**.

7) Inference clue

Sufficient clues might be available for the careful reader to make an educated guess at the meaning.

Example:

- a). She told her friend, "I'm through with blind dates forever. What a dull evening! I was bored every minute.

The conversation was absolutely vapid." "**Vapid**" means "uninteresting."

8) Cause and effect clue

The author explains the reason for or the result of the word. Words like "because," "since," "therefore," "thus," "so," etc. may signal context clues.

Example:

¹⁹[Http://www.readwritethink.org/files/resources/lessonimages/lesson1089/types-context-clues-pdf](http://www.readwritethink.org/files/resources/lessonimages/lesson1089/types-context-clues-pdf)

- a). She wanted to impress all her dinner guests with the food she served, so she carefully studied the necessary **culinary** arts.

“Culinary” means “food preparation.”

In this study, the writer choice the synonym context clue by inferential and literal items. The items based on the verb, adjective and noun.

d. Using context clue

Sometimes you won't understand every word in a reading passage. One thing you can do to figure out new words is to use context clues. The context is the word, sentences, and ideas that come before and after a word or phrase. When you read a passage, circle any new words that you don't understand. Then, look in the context to find clues-words or phrases that hint at what the new word means.

Remember, you don't have to understand every word in a reading circle only the new words that are key to understanding the passage.²⁰

There are five easy steps to becoming an expert at using context clues

1. Circle the word or phrase you don't understand
2. Underline key phrases and ideas in the sentence. Look for words that give synonyms, antonym, example, etc.
3. Give the main idea of the paragraph the new word is in
4. Say the sentence in your own words
5. Guess at what the new word means. Use what you underlined to prove your guess is right.²¹

²⁰ Bebecca Oberg, mcdougal little reading toolkit (online 8 november 2016, and clock 16.16)

²¹ Bebecca Oberg, mcdougal little reading toolkit (online 8 november 2016, and clock 16.16)

D. Theory of Reading

a. The Nature of Reading

Before defining what reading comprehension is, it is better to know first what is meant by reading. Reading is to process text meaning through some process of interaction. It is a complex activity that involves both perception and thought.

Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It is also stated word recognition is a process of accessing and recognizing individual words.²²

According to Rumelhart in Aebersold and Field, reading involves the reader, the text and the interaction between the reader and the text. In addition, Williams and Robert, affirms that reading is a process to gain understanding by looking at what had been written. It means that reading is process of obtaining meaning from written texts.

Furthermore, Birch, considers reading as an interactive activity in three ways:

1. The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
2. The readers mind interacts with the written text so that the reader can understand the message.

²²(Lems, Miller, and Soro, 2010:65).

3. The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating the information to the readers, but it is the reader who must grasp the information from the writer.

Another definition of reading is stated by Celce-Murcia, that reading skill is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written sign interpret the message by assigning meaning to the string of words and understand what the author's intention was.

Meanwhile, Nunan, states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. From the definitions above, reading can be described as the process of extracting information interactively from printed texts or written language in order to reach comprehension.

b. Components of Reading

There are five components of reading as proposed by National reading Panel in Sedita, It is set out in the figure below

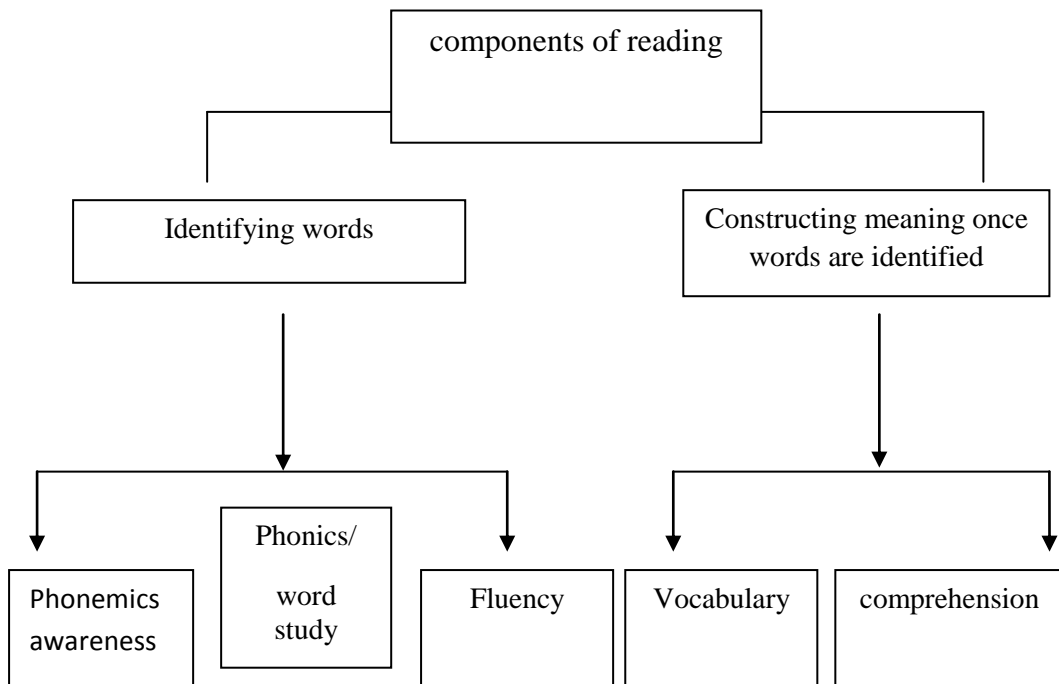


Figure.1. Five components of reading

The figure above shows five components of reading. They are phonemic awareness, phonic/word study, fluency, vocabulary, and comprehension.

Phonemic awareness involves the ability to notice, think about, and work with the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work. Phonics is related to the ability to understand the relationship between the letters of written language and the individual sounds of spoken language. It includes the use of letter combinations and patterns, syllable types, and skills to read and spell words. Fluency is the ability to read a texts quickly, accurately, and automatically, with proper expression and understanding. Vocabulary involves the ability to understand the

meaning of words. Comprehension is the ability to derive meaning based on the information in the text.

In order to derive meaning in the text, the reader's own knowledge is needed to use. Teaching students using specific reading strategies can improve comprehension.

Based on the figure above, the first three components (phonemic awareness, phonics/word study, and fluency) are necessary for basic decoding. They allow readers to identify and spell words accurately and fluently. The last two components (vocabulary and comprehension) enable readers to construct meaning once words are identified. These last components have a strong effect on understanding what is read.

c. Specific Skills Involved in Reading

The following are specific skills involved in reading according to Heaton :

- 1) Recognize words and word groups, associating sounds with their corresponding graphic symbols.
- 2) Deduce the meaning of words by:
 - a. Understanding word formation (root, affixation, derivation, and compounding.
 - b. Contextual clues (e.g. One of the members of the group exposed the plot, and the police were soon able to arrest the leaders.
- 3) Understand explicitly stated information (e.g. I wish Ann had come. = Ann did not come – hence my wish.

- 4) Understand relations within the sentence, especially elements of sentence structure, negation, fronting and theme, complex embedding.
- 5) Understand relations between parts of a text through both lexical devices (e.g. repetition, synonyms, antithesis) and grammatical cohesive devices, especially anaphoric and anaphoric reference (e.g. since, after, because, although, however, in addition).
- 6) Perceive temporal and spatial relationships, and also sequences of ideas;
- 7) Understand conceptual meaning, especially:
 - a. Quantity and amount
 - b. Definiteness and indefiniteness
 - c. Comparison and degree
 - d. Means and instrument
 - e. Cause, result, purpose, reason, condition, addition, contrast, concession;
- 8) Anticipate and predict what will come next in the text
- 9) Identify the main idea and other salient features in a text
- 10) Generalize and draw conclusions;
- 11) Understand information not explicitly stated by making inferences (i.e. reading between the lines) and understanding figurative language;
- 12) Skim and scan (looking for the general meaning and reading for specific information)
- 13) Read critically

- 14) Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.

E. Reading Comprehension

Comprehension is making a sense out of a text the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge.²³ Therefore, reading comprehension is a process of getting information from context and combining disparate elements into a new whole.²⁴

In addition, snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²⁵ Furthermore, Harris and Hodge define it as the construction of meaning of written communication through reciprocal, holistic interchange of ideas between the interpreter and the message in a particular context.²⁶

So, the students can be said comprehend the text if they can extract and construct the meaning of the text. In addition, spears states that there are eight important reading comprehension skills that help the students to read more systematically, they are comprehending main ideas, determining the outhor's purpose, distinguish between main idea and supporting details, making inference, distinguish facts and opinions, analyzing structures, annotating, paraphrasing and

²³Moh kusen, "*Using Graphic organizers to improve students' reading comprehension*", in bambang yudi cahyono (eds) *techniques and strategies to enhance english language learning: malang state university of malang press*, 2011. P. 88.

²⁴Ibid., p.24

²⁵Moh kusen," *using graphic organizers*. p 90

²⁶Ibid p.24

summarizing.²⁷ Hence, the students need ability to identify the structures of the text as supporting the comprehension of the text.

In other word, the reader needs to know the appropriate strategy in reading which it relates to how the teacher reading strategy. Furthermore, reading comprehension is also a process of using reader's existing knowledge to interpret text in order to construct the meaning.²⁸

Klingner, Vaughn and Broadman, define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types.²⁹

Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension. In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.³⁰

²⁷Moh kusen, 'using graphic organizers, p. 90

²⁸According muhammad mukhroji, in ani fatridha research he stated the teaching of reading:a theoretical review" in bambang yudi cahyono (eds), techniques and strategies to enhance english language learning, malang state university of malang press, 2011,p.57.

³⁰*Ibid* p. 24

a. Factors affecting reading comprehension

The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques. According to Klingner, Vaughn and Broadman, there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge.

When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension.

The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context. Therefore, the interpretation of the text will vary among the readers. In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge, the world knowledge, and

the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.³¹

b. Strategies of Reading Comprehension

Reading comprehension is a state which is achieved through integration and application of many strategies and skills. The example of the mental process to learn the text is the visualization strategy while the physical ones are note-taking or creating graphic organization.

The activity of planning the learning process is characterized by determining the purpose of reading the text. Besides that, monitoring the learning task can be characterized through checking comprehension through self-questioning and evaluating the achievement is through self-correction if the comprehension fails.

The examples of these strategies are cooperative learning and clarification through asking questions.

F. Reading Comprehension Test

In short, reading comprehension can be achieved with the support of reading strategies used. The strategies can be divided into three major groups based on its model of thinking. Those groups are cognitive, metacognitive and socio-affecting strategies.³²

³¹Fajar Graduated in 2013 from *English Education Study Program of Indonesia University of Education*.

³²Bouchard, Margaret. 2005. *Comprehension Strategies for English Language*

- a. The types of reading comprehension, as follows.
1. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
 2. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.
 3. Reorganization is rearranging information from various parts of a text in order to get new information.
 4. Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
 5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.
 6. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge.³³

³³Fajar furqon, The Journal of English and Education 2013, 1(1), 68-80

In this study, the writer use the devide into inferential and literal based on the TOEFL”Test Strategies” by Barrons’ book.

From the items of reading comprehension, based on Jane Ervin the reading comprehension test devide into :

A. Early Reading Comprehension (Grades 2–4)

1. Story elements
2. Literal comprehension questions
3. Recalling the main idea and details
4. Sequencing
5. Matching vocabulary words with meanings
6. Responding to reading passages

B. Reading Comprehension (Grades 3–8)

1. Story recall
2. Sequencing
3. Drawing conclusions
4. Vocabulary development
5. Main idea
6. Extending thoughts in writing
7. Inference

C. MORE Reading Comprehension (Grades 8–11)

1. Story recall
2. Sequencing
3. Drawing conclusions

4. Vocabulary development
5. Main idea
6. Extending thoughts in writing
7. Inference

In this study, the writer divide the reading comprehension test into inferential and literal items. The inferential items consisted of 14 items. The Literal items consisted of 11 items.

The reading comprehension divided into :

A. Early Reading Comprehension

1. About the Passage– introduces the selection to the readers and asks them to determine the main idea
2. Can You Remember?– asks students to recall literal information from the passage
3. Put the Sentences in the Correct Order– lists four sentences from the selection and asks students to sequence them in the correct order
4. Match the Words with Their Meanings– asks students to match vocabulary from the passage with its meaning
5. Write about It – provides several prompts for students to respond critically to the passage in writing

B. Reading Comprehension and MORE Reading Comprehension

1. About the Passage– introduces the selection to the reader and activates prior knowledge

2. Reason for Reading– explains the reading skill being emphasized in the passage
3. Thinking It Over – asks two to three broad questions that students must answer with a complete sentence
4. Studying the Passage– asks both literal and inferential questions in multiple-choice and true/false formats including main idea, interpretation, sequencing, and drawing conclusions
5. Using the Words– encourages students to use vocabulary from the passage in a paragraph
6. Write about It- provides several prompts for students to respond critically to the passage in writing including their own interpretations³⁴

In this study, the writer conducted the test by TOEFL “test strategies” by Barron’s book. The test divided into determine the main idea, to recall literal information from the passage, Match the Words with Their Meanings and to the reader and activates prior knowledge.

³⁴Jane Ervin.*Reading Comprehension in Varied Subject Matter Grades 2–11. Program overview.*Build literal and inferential comprehension skills with reading selections across the content areas. ESP Literacy and Invention.