

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Nature of the Study

##### 2.1.1. The Nature of Reading

Among four language skills, reading is one of the most important skills to be acquired by the student. From reading, everyone can get everything such as information, fact, etc. Reading helps the students build their vocabulary, leading them to enduring learning and making an improvement in second language learning skills (Carrell, 1989). Therefore, reading can be interesting, if the students are aware about the importance of reading. In this research, the main focus is on how the teachers can incorporate these strategies into reading instruction. As the reader, the students want to know about the text if the text interests their curiosity. Besides, it can be interesting to attract the students by using strategy in reading. Many cases were found on the students' reading comprehension is to find out the main ideas of the text and supporting details. The students get difficulties to find out the author's ideas, so after they read the text, the students did not get anything from the text they read.

Harmer (2007, p.99) states that reading is useful for language acquisition. It provides the students more or less understand what they read, the more they read, the better they get at it. In accordance with Grellet (2004, p.7), reading is a constant process of guessing, and what one brings to the



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next is often more important than what one finds in it. Furthermore, good reading texts can introduce the students know the topics, stimulate discussion, encourage the students to give creative answers, and become the platform for interesting lessons.

Furthermore, Day and Bamford (1998, p.12) states that reading is the construction of meaning from a printed or written message. It means that the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. According to Pang (2003, p.6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. So, the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

The explanations above indicates that reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he/she tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to

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one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

### 2.1.2. Reading Comprehension

Reading comprehension has multiple definitions and explanations. According to Klingner (2007, p.2) reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized that reading comprehension has following a three-step procedure: mentioning, practicing, and assessing. In mentioning procedure, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully. It means that reading comprehension is a process by reader to understand the text in finding out the meaning based on the readers' background knowledge.

Alderson (2000,p.28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003, p.14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge,

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vocabulary, grammatical knowledge, experience with text and other strategies to help them understand the written texts. According to Pardo (2004), reading comprehension is defined as "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text." Reading comprehension is also defined as "The ability to interact with words and ideas on the page in order to understand what the writer has to say.

It involves the meaningful interpretation of written language and it involves an interaction of the reader, the text and the situation, in which the text is read, "(Bunner, 2002, p.51) It can be inferred that reading comprehension is the result of the interaction between the background knowledge of the reader and the text. In other words, comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information.

Furthermore, according to Day and Park (2005), 6 types of comprehension help our students to become interactive readers.

a. Literal comprehension

It refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

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## b. Reorganization

The next type of comprehension is reorganization which is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, how old was Maria Kim when she died? the student has to put together two pieces of information that are from different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view.

## c. Inference

Making inferences involves more than a literal understanding. The students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

## d. Prediction

The fourth comprehension type is predictive. It involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions

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before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

## e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

## f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

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King and Stanley (2004, p.8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences.” The theory above can be described as follows:

## a) Finding main idea

Reading concerns with meaning to a greater extend that it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

## b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purposes, result, comparison, means, identify, time, and amount. In which most of the answers can be found in the text.

## c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

## d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English

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might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

#### e) Making an inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

### 2.1.3. Reading Process

According to Alderson (2000, p.3) the process of reading is the interaction between reader and the text. During that process, presumably, many things are happening. Not only the reader looking at the print, deciphering in some sense the mark on the page, deciding what they mean and how they relate to each other.

Davis (2011, p.4) says that the processes of reading comprehension can be described as follows:

1. Attending and searching: focusing attention on particular letters and letter clusters and drawing on knowledge of letter sound relationships, identifying words they already know, looking for information in illustrations and diagrams, using analogies (their knowledge of familiar words to work out new words).



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2. Anticipating/predicting: drawing on letter sound knowledge, decoding strategies, awareness of patterns in text, using detail in illustrations and diagrams, using prior knowledge.
3. Cross-checking and confirming: drawing on meaning from text, looking at patterns in text, using illustrations and word knowledge to check and confirm, using re-reading strategy to check and confirm.
4. Self-correcting: thinking about what they are reading and the meaning of what they have read and self-correcting when needed.

Furthermore, Kimbly and Garmezy in Brown (2000, p.7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2000, p.7) also says that “teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge.

The definitions indicate that teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English. According to Harmer (2007, p.23) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student’s progress and know that we have helped to make it happen. It is true that some students can be difficult



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and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. It indicates that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. It can be inferred that in teaching reading, the teachers' responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teachers teach in reading class.

In teaching reading comprehension, the teachers need some strategies to make the students comprehend the reading texts. According Brown (2000, p.306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading.

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, p.2000:306).

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- b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners).

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc) (Brown, p. 2000: 306).

- c) Using efficient silent reading techniques for relatively rapid comprehension. (For intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, p.2000: 306).

- d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, p.2000: p. 308).

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## e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, p.2000: p.308).

## f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, p.2000: p.308).

## g) Guessing when you are not certain

Brown (2000, p.309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- (1) Guess the meaning of a word,
- (2) Guess grammatical relationship (e.g., a pronoun reference),
- (3) guess a discourse relationship,
- (4) Infer implied meaning (“between the lines”),
- (5) Guess about a cultural reference, and
- (6) Guess content messages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong

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reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

#### 2.1.4. Assessing Reading Comprehension

Students in the classroom study reading to get information and understand about the text given by the teacher. At the end of teaching learning process, the students will get such a test to make the teacher knows that his students understand about the text or not. Teacher makes some questions to measure the students' comprehension of the text and make sure by answering the questions the students understand about the text.

The Barrett's Taxonomy (In Clymer, 1968, p.58) designed originally to assist classroom teachers in developing comprehension questions and test questions for reading, is especially useful for classroom questioning in other content areas as well. Barrett taxonomy consists of five parts:

##### 1) Literal Comprehension

It focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension divided into 2 parts:

- a. Recognition: it requires students to locate or identify ideas or information explicitly stated in reading selection.
- b. Recall: it requires students to produce from memory ideas and information explicitly stated in reading selection.

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## 2) Reorganization

It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.

## 3) Inferential comprehension

It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

## 4) Evaluation

It requires responses by students which indicate that an evaluative judgment has been made. Students may compare idea presented in the reading selection with external criteria provided by the teacher, other authorities, or written source with internal criteria provided by students' experiences, knowledge or value.

## 5) Appreciation

Involves all the previously cited cognitive dimensions of reading, for it deal with the psychological and aesthetic impact of selection on the reader.

In conclusion, Barrett taxonomy is important to be used by teacher as guidance to make relevant questions to develop students' reading comprehension. In Academic Support Guide (2011, p.14) states that to increase your comprehension you must do:

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1. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

2. Making inferences

This means that the information is never clearly stated. Writers often tell you more than they say directly by giving clues. Using these clues will give you a deeper understanding of your reading.

3. Antonym and contrasts

When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting though in a context.

According to Riabtseva and Arestova (2006, p.309) says that here are different types of reading activities that may be used for checking reading comprehension skills of students. They are:

1. Reading for Details, we should speak about working with Detailed Questions. Detail questions ask the students about specific information in the passage. This type of detail question asks about what is not in the passage or what is not true according to the passage. The following are examples of such questions:

- Which of the following is NOT mentioned in the passage?
- According to the passage, all of the following are true EXCEPT...

2. Reading for Reference and Vocabulary, we can distinguish two types of questions: Reference Questions and Vocabulary questions.

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3. Reference Questions ask what certain reference words, such as “they” or “this”, refer to. Instead of repeating words or phrases, the second time we use them we refer to them by reference words. Reference words are in many cases pronouns such as “it”, “them”, “they”, or “this”.
4. Vocabulary Questions ask about a word in the passage. Many times the meaning of a word is given in the sentences around the word in the form of synonyms or paraphrases.
5. Reading for Main Ideas. For this type of activity we use Main Idea Questions. One of the most frequently asked questions in Reading Comprehension is about the main idea of the passage. There is usually one such question for each reading passage. The following are examples of main idea questions:
  - What is the main idea of the passage?
  - What does the passage mainly discuss?
  - The primary idea of the passage is. . . .
  - The main topic of the passage is. . . .
6. Inference Questions, which are meant for checking skills of *Reading for Inference*, they are perhaps the most difficult questions to answer in Reading Comprehension. The answers to these questions are not directly stated in the passage but are understood, or implied. The following are examples of inference questions:
  - Which of the following can be inferred about . . . ?
  - From the passage, it can be inferred that . . .
  - The passage implies that . . .
  - The passage suggests that . . .



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In short, if we want to know the students have already understood or comprehend about a passage, we can give some questions that can measure their comprehension such as main idea, specific information, vocabulary, reference and inference.

### 2.1.5. Reading English Text

John M. Swales states that “Genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes” (1990, p.58). An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also uses genre as the way to present the information logically. Every genre of text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and makes the ideas into the unity of text.

In teaching genre, the English teachers should give the basic materials about genre. According to Pardiyono, M.Pd “the basic materials in teaching genre of text to the students in the class are about (2007, p.2):

1. The clear communicative purpose.
2. The information, messages, or ideas that are packaged effectively into a certain text with the kind of elements of text those have to be arranged well into a good rhetorical structure or called.

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3. The generic structure, the generic structure that should be shown into the sentences with the use of appropriate and effective grammatical patterns.

The concept of genre also explains that an English text has the different purposes and different rhetorical structure or generic structure. In addition, the concept of genre also explains the different language features, for example: the difference in the use of tenses and sentence patterns. When the English teachers ask their students to identify the genre of texts, the English teachers have to remember with the three criteria in the form of text above. This is because every genre of text has different purpose, the generic structure and language features.

In teaching reading English text, the teacher introduced the text types based on curriculum in NurulFalah Senior High School, the text types for the second grade in the first semester were report, narrative and analytical exposition texts. In the second semester were narrative, spoof, and analytical exposition.

### 2.1.6. Descriptive Text

Gerot and Wignell (1995, p.208) state that descriptive text is the text has a social function to describe and reveal a particular person, place, or thing. In descriptive text, the relationship between the researcher and the readers is like an authority person versus unknown readers or listener. The text will be found easily around us. It can be found in encyclopedias,

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scientific magazines, and history texts. Descriptive text is often completed with pictures, diagrams, maps, etc. Descriptive text usually uses vocabularies that cover the word such as the name of places including location, destination, function, and performance. For the people, the vocabularies used are the word describing the name, ages, address, job, etc. Moreover, the language use is neutral or objective language.

Descriptive text is usually found in our daily life. In various contexts such text will be easily obtained. In fact, we often communicate by using descriptive text such as; when we watch something interesting then we are amazed of it, so we want to tell other people about it. Describing something means that we make other people “see, listen, feel, or smell” something we see, listens, feel, or smell. We will describe it in our story in the hope that the listener can imagine what we talk about.

Gerot and Wignell (1995) claim the generic structure and significant lexica grammatical feature of descriptive text are as follows: First, the generic structure of descriptive text, which include:

- 1) Identification: Identifying the phenomenon to be described.
- 2) Description: Describing the phenomenon in parts, qualities, characteristics.

On the other hand, significant lexica grammatical features of descriptive text are as follows:

- a) Focus on specific participants
- b) Use of attributive and identifying process.

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- c) Frequent use of epithets and classifiers in nominal group.
- d) Use of the simple present tense.

## 2.2. The Nature of PLAN Strategy on Reading Comprehension

PLAN is one of the strategies which support students in teaching learning process. PLAN involved readers are pushed to use a number of strategies such as relating text to prior knowledge, predicting, questioning, purpose for reading. It helps the students to attend to the text, select the texts, and to transfer their knowledge to many different learning situations. According to Ogle, Klemm and McBride in Novita (2006) PLAN is provides a structure to help students organize their reading and reflect on the text in short chunks. It means that PLAN make the students can know how to arrange their reading ability and also can expand their comprehension about the text in short chunks.

Caverly, et.al (1995) state that PLAN is a study-reading strategy for informational text that helps students read strategically. It also can be taught in pre reading, during reading and after reading. According to Cohen & Cowen in Yanda (2013) PLAN is a four-step strategy that is used to increase comprehension of informational text such as nonfiction and textbooks. Thus, this strategy has four steps in applying in the class. Advantages of the strategy are an important thing that should be considered by the teachers in applying the strategy.

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PLAN encourages students to evaluate what they know about a topic. PLAN provides an opportunity for students to explain and elaborate on what they know or have learned through their reading. PLAN is a study-related strategy for informational text that helps students read strategically. PLAN is an acronym for four distinct steps that students are taught to use before, during, and after reading. There are procedures for reading activity in classroom of PLAN strategy.

1. Predict the main ideas.

Step one entails scanning text and looking for the following information to make a “predictive map” of the text’s contents:

- a) Bolded, italicized, or defined terms.
- b) Key people, places, or time periods.
- c) Charts, graphs, or any other visual representation of data.
- d) Headings, subheadings, or organizational titles.
- e) Examples.
- f) Summaries or study questions.

Using this information, draw a map about the chapter, article, or essay to discuss. Connect the ideas using lines or arrows, and remember to designate main ideas and smaller ideas.

2. Locate.

After drawing the map, determine which information already know, and which information will have to find when you read the textbook more thoroughly.

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- a) Note missing information with a question mark, and note completed information with a checkmark.
- b) Fill in information already know during this step, or wait to compare with the textbook.

## 3. Add information to chart.

After reading the text, close the book and try answer the questions remaining in prediction map.

- a) Try to include as much information as possible for each topic, but also try to determine which ideas were the most prominent or important in your reading.

The example of a map with additions on the following page!

## 4. Note information that have been learned by restating and reflecting the information in using own words.

After filling in missing information, continue to develop and prepare the information.

In short, PLAN is a useful strategy for those students who need to *see* the connections between ideas, and rewriting and reorganizing notes. Here is an example of the predictive map students begin with:

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Figure II.1. The example of PLAN Strategy

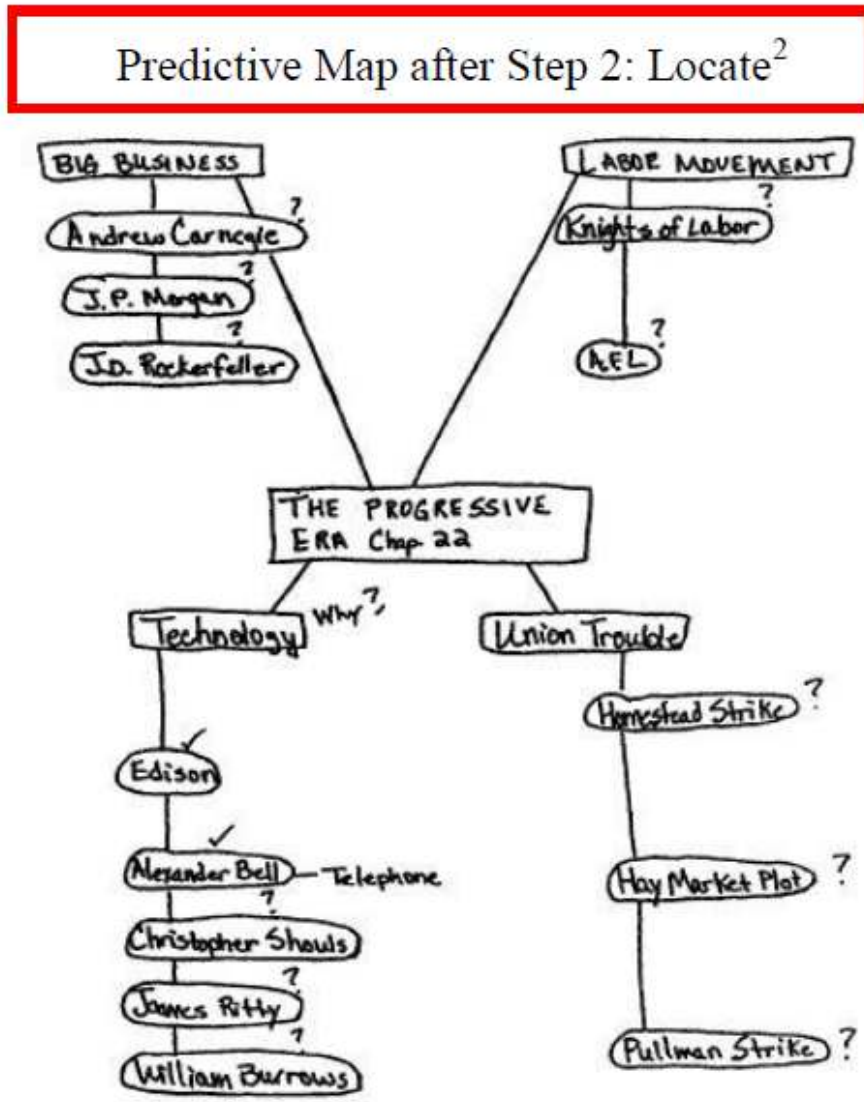
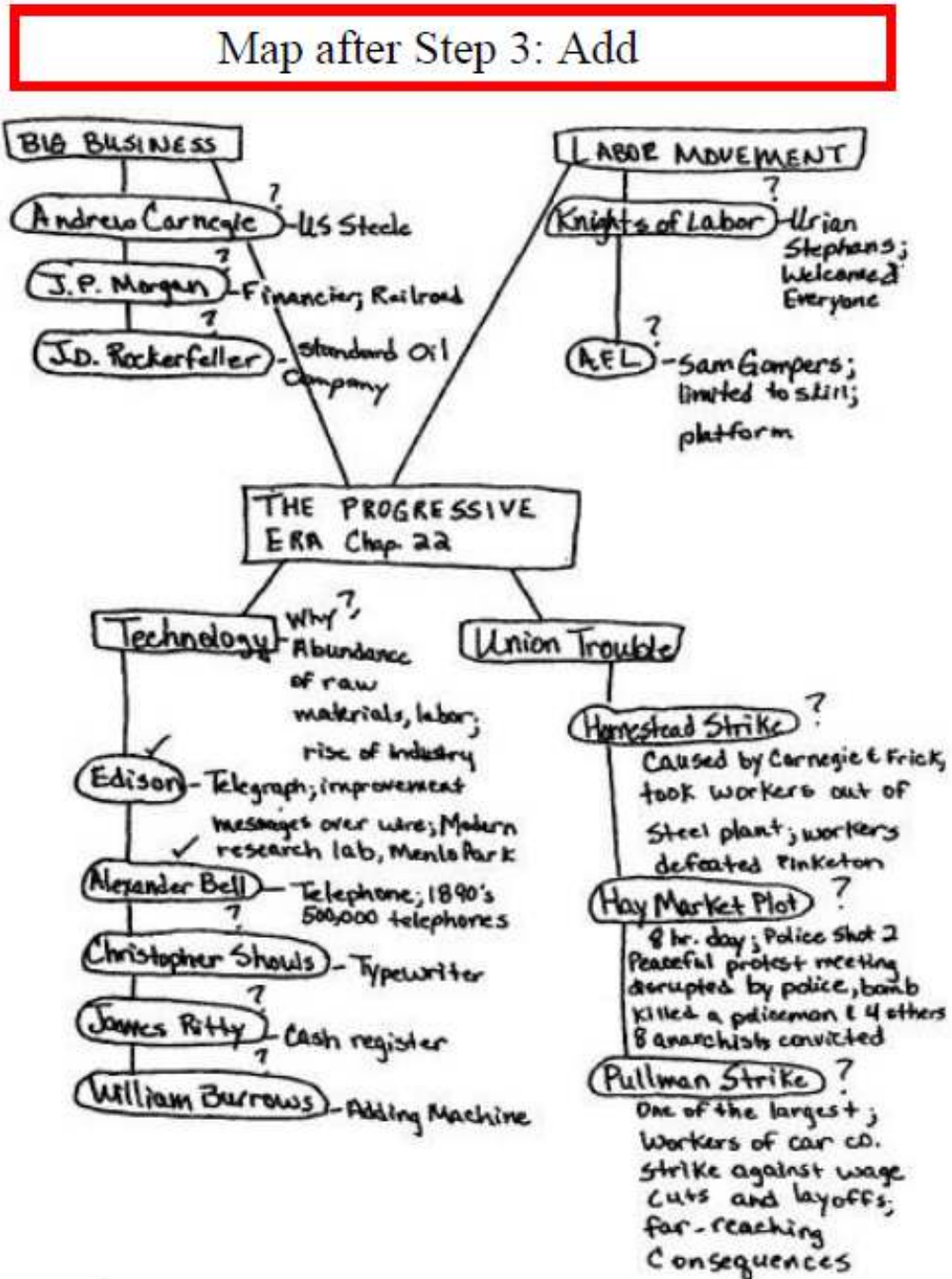


Figure II.2. The example of PLAN Strategy



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The images above have been reproduced from the following article: Caverly, D.C, Mandeville, T. F., & Nicholson, S. (1995). "PLAN: A study-reading strategy for informational text." *Journal of Adolescent & Adult Literacy*, p.39 (3): 190-199.





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### 2.2.1. The Advantages of PLAN Strategy on Reading Comprehension

In the course of their original research, several authors explained that one of the general benefits of implementing the PLAN reading strategy was that it facilitated active reading (Caverly et al., 1995; Myers & Savage, 2005; Best, Rowe, Ozuru, & McNamera, 2005). For example, Caverly et al. (1995) explained that the PLAN reading strategy taught students to develop ownership for their own reading comprehension. Furthermore, the authors stated that the PLAN reading strategy generated student awareness of reading as an active exercise. Myers and Savage (2005) emphasized that improved academic achievement could be accomplished through reading strategies that allowed students to examine and create their own meaning for a given text. Wade and Reynolds (as cited in Caverly et al., 1995) concurred in stating that it was important to train students to monitor their own understanding of the content through reading strategies.

Taylor and Beach (as cited in Caverly et al., 1995) discovered benefits to adding reading strategies that tactically led students to recognize text structure. Caverly et al. (1995) elaborated that the creation of the concept map in the PLAN reading strategy supported the need to identify text construction. In all, the creation of students who actively monitor the arrangement the text as well as the content of the text were shown to have higher levels comprehension (McNamara & Scott, as cited in Best et al., 2005).

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An additional advantage of the PLAN reading strategy was recognized as the engagement of appropriate schema, or prior knowledge (Anderson & Pearson, as cited in Caverly et al., 1995). The authors explained that once prior knowledge was activated it could be modified and adjusted in order to increase the knowledge base. Best et al. (2005) expounded that the main advantage of activating of prior knowledge was that students gained access to related information and built upon it to make inferences and restructure misconceptions. The PLAN reading strategy facilitates the activation of prior knowledge during the Locate step (Caverly et al., 1995).

Another benefit to implementing the PLAN reading strategy, as demonstrated in three separate studies, was increased reading comprehension (Caverly et al., 1995; Radcliffe et al., 2004; Caverly, Nicholson, & Radcliffe, 2004). As indicated by Caverly et al. (1995), when the PLAN reading strategy was instituted there were significant gains in reading comprehension test scores of struggling students at the college and middle school levels. It was expanded that, in most instances, these struggling readers rose to achieve reading comprehension that paralleled their grade-level counterparts.

The Caverly et al. (1995) study further found that struggling readers who were not exposed to the PLAN reading strategy experienced a significant drop in their test scores. In a similar study, Radcliffe et al. (2004) demonstrated the benefits of the PLAN reading strategy to all students. Their study found that the use of the PLAN reading strategy increased the

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mean grades in a middle school science classroom for students at all reading levels. In a separate study conducted by Caverly et al. (2004) it was reported that higher education students who implemented the PLAN reading strategy showed improved scores on teacher-created reading comprehension tests and were gauged to have become "strategic readers" (p. 43) in four out of five separate evaluations.

### **Educator Reported Benefits**

In the study by Radcliffe et al. (2004), the authors interviewed the educator involved in the research project to determine the benefits that he perceived in the implementation the PLAN reading strategy. The educator recognized that his students showed increased content comprehension, showed more willingness to complete textbook readings, and felt more positively toward their textbook. The educator also found that the majority of his students had created accurate concept maps of major headings and subheadings of the textbook. In addition he found that 98% of the key words and phrases recorded under each topic in the concept map were correct. Moreover, the educator found that his students went from needing group support to being independent in their use of the strategy. Overall, this educator found that the PLAN reading strategy pushed his students to take on responsibility for their reading skills which, in turn, caused an increase in their reading comprehension.

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### Student Reported Benefits

As shown in the professional literature, students found considerable benefits from the use of the PLAN reading strategy. According to student interviews, conducted in the Radcliffe et al. (2004) study, learners testified to an increase in their comprehension of the assigned textbook readings. The students further shared that this increased comprehension was due primarily to the creation of concept maps. Furthermore, students reported doing better in science and finding the assigned readings more enjoyable. In their study, Caverly et al. (1995) discovered that students who were introduced to the PLAN reading strategy showed continuous use of the approach after direct instruction has ceased. As reported by the students in this study, they had modified the PLAN for their individualized use once they were comfortable with the methods. Caverly et al. (2004) found that students reported continuous use of the PLAN reading strategy because they found it was the most effective way to organize their reading. Additionally, students in this study confirmed that had developed a better understanding of reading strategies and had determined effective methods to read a textbook.

To summarize, several benefits to implementing the PLAN reading strategy were indicated in the professional literature. These benefits included an increase in mean test scores, enhanced recognition of text structure, and the engagement of prior knowledge (Myers & Savage, 2005; Caverly et al., 1995). Three studies (Caverly et al., 1995; Caverly et al., 2004; Radcliffe et al., 2004) defined the benefits as reported by the educator

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and students involved in the studies. Educator reported benefits included accurate concept mapping, increased content knowledge, and improved attitudes toward textbook reading (Radcliffe, et al.). Benefits experienced by students included an increased amount of completed reading assignments, greater pleasure when reading, and generally performing better in science (Caverly et al., 1995).

### 2.3 The Nature of SMART Strategy on Reading Comprehension

The goal of reading comprehension instruction is to help students understand written language. Students who comprehend well monitor their understanding as they read and use fix-up strategies, such as re-reading or summarizing, when understanding breaks down. Self-monitoring also helps students relate new information to their prior knowledge, fostering better understanding.

In line with Vaughn and Estes in Buehl (2001) SMART strategy is one strategy that triggers students to think about how their reading is proceeding. SMART is based on the premise that successful reading begins with recognizing what is understood and not understood in a passage (Buehl, 2001). So, the use of this strategy is supposed to be able to make our learners comprehend reading passages better. SMART can solve the English and students' problem in reading comprehension. Practically, the above steps can be elaborated as follows:



1. **Read.** Students read a text silently (can be individuals, in pairs, or in small groups)
  2. **Mark.** At the end of each paragraph or page, students place a checkmark (✓) if they understand what they have read, and a question mark (?) if they do not. (Some teachers prefer the question mark only)
  3. **Reread.** After they have completed the reading, students go back and reread the text with question marks. (Do they understand it now?)
  4. **Identify.** If they are still confused, ask them to identify what he or she thinks might be the problem (e.g., the word, the sentence).
  5. **Evaluate.** The students try to check a variety of aids: glossary, appendix, dictionary, chapter summary. If they can't find what they are look for, they may discuss the confusion with their friend or teacher.
  6. **Remark.** Once the confusion is overcome, the students change the question mark (?) to a checkmark (✓).
- (Duke and Pearson, 2001)

### 2.3.1 The Advantages of SMART Strategy in Teaching Reading.

Buehl (2001) shows that SMART offers a number of advantages as a teaching strategy: Firstly, Students are provided with a system that helps them actively monitor their reading success. Secondly, students learn to verbalize what they do and do not understand in a reading. Thirdly, students are encouraged not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up trouble spots. Lastly, students

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become involved in putting the material into their own words thus helping them to remember as well as understand it. This strategy is adaptable to most subject areas and is appropriate for elementary through high school age students. It is especially effective in cooperative group or tutorial settings.

According to Buehl (2009: 182) states that there are some advantages of using SMART strategy in teaching reading they are:

- (1) Text coding while reading is powerful strategy that helps students retain their thinking and create personal understand of an author message.
- (2) Students come to realize that comprehension is the result of the in replay between an author words and reader thinking.
- (3) Students become accustomed to listening to their inner dialogue about a text as they read.
- (4) Students are provide asystem to verbalize their problem solving through difficult it.
- (5) Students become involves in summarizing the material in their words, thus helping them to remember as well as understand.

#### 2.4. Related Studies

To avoid the same title used in the research and to see relevant research related to the title discussed in this study, some relevant studi are presented in this research.

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1. A study was conducted by Fastilla and Amir (2015) entitled “Using Predict Locate Add and Note (PLAN) in Teaching Reading Report Text to Senior High School Students”. The sample of this research was second grade students of senior high school. In conclusion, PLAN was a strategy that can read helps students read the text actively and strategically. The results of the study found that PLAN Strategy could improve students’ reading comprehension. Furthermore, it was also a good strategy to foster students to be an active and critical reader. The different of the study was the use of text genre. The previous study used report text and this study used descriptive text. The similarity was PLAN Strategy could improve students’ reading comprehension actively and strategically.
2. A study was conducted by Seagrave, Lindy J. (2006) entitled “Implementation of the Plan Reading Strategy in a secondary science classroom”. Midwestern school district participated in the study. In conclusion, marginal increases in the achievement level of all students, but seemed to have a larger effect on the lower achieving students. They indicated that they were largely undecided as to the benefits of the PLAN reading strategy. While overall results showed a slight increase in reading comprehension, a longer study time may result in more favorable results. The similarity of the study was sample of the research. The previous research used secondary science classroom while this study used the twelfth grade students of science classroom as well. The different of previous research was only focus on the use of PLAN Strategy while this study compared two strategies.



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3. A study was conducted by Cromley, Grace J. (2005), carried out a research entitled, “Reading Comprehension Component Processes in Early Adolescence”. In conclusion, the ninth-grade students ranging from 1<sup>st</sup> to 99<sup>th</sup> percentiles on comprehension completed measures of background knowledge, inference, strategies, vocabulary, word reading and comprehension. Researcher-developed measured of background knowledge, inference and strategies. The study validated and refined a new model of reading comprehension. Results suggested that both the direct and indirect effects of the components are important for comprehension. Results also suggested that vocabulary and background knowledge might first be targeted for interventions with 11th grade students who struggle with reading comprehension.
4. **ManoochehrJafarigohar** (2012), Payame Noor University, Tehran, Iran, conducted a correlation research entitled “*The Effect of Anxiety on Reading Comprehension among Distance EFL Learners.*”The study investigated the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners with age and gender serving as moderator variables. The research was carried out with a group of 112 male and female junior and senior students studying English at Mashhad Payame Noor University. A 33-item Likert-style Foreign Language Reading Anxiety Scale, a 28-item reading comprehension test, and a demographic questionnaire were



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completed by the participants. The Pearson product moment correlation, t-Test, and one-way ANOVA were used to analyze the data. The results indicated that there was a significant negative relationship between FLRA and reading comprehension. He found that no such relationship was found between foreign language, reading anxiety and age; and finally compared to males, females suffered more from anxiety.

Referring to the process of the collecting data of this study, there are some inspiring ideas which can be applied during the class, such as give some information that there is no such relationship was found between foreign language, reading anxiety and age; and finally compared to males, females suffered more from anxiety. Although this current study is limited on reading comprehension, but this idea can be used as a tribute to students who are succeed with their lesson. This study investigated the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners with age and gender serving as moderator variables. In contrast, this current study is only focused on students' reading comprehension. Another difference is demographic questionnaire and a 28-item reading comprehension test used to collect the data, while this current study used pre and posttest and observation checklist.

5. **MeralOzkanGursesand OktayCemAdiguzel** (2013), Department of Foreign Languages, Eskisehir Osmangazi University, Turkey and Department of Educational Sciences, Faculty of Education, Anadolu



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University, Turkey conducted a research entitled “*The Effect of Strategy Instruction Based on the Cognitive Academic Language Learning Approach over Reading Comprehension and Strategy Use.*” The study investigated the effects of reading strategies instruction based on the Cognitive Academic Language Learning Approach over students' skill to comprehend what they read in French and their use of reading strategies.

It was an action research design. Eighteen students studying at French Preparatory Program at Eskisehir Osmangazi University, during the academic year of 2009-2010 participated in the study. Data for the study was collected through Reading Comprehension Achievement Test, Reading, Strategy Scale, and Think-Aloud Technique. The finding indicated that strategies instruction had positive effects on students' reading comprehension in French and their use of reading strategies. After strategy instruction, students employed more frequently several reading strategies and alternated the strategies they used. In conclusion, the Cognitive Academic Language Learning Approach may be implemented as an effective model in teaching reading strategies for French as a foreign language at higher education level.

MeralOzkanGurses and OktayCemAdiguzel (2013) conducted the classroom action research which is about the effects of reading strategies instruction based on the Cognitive Academic Language Learning Approach over students' skill to comprehend what they read in French and their use of reading strategies. The data of their research was collected

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through Reading Comprehension Achievement Test, Reading, Strategy Scale, and Think-Aloud Technique. The findings indicated that strategies instruction had positive effects on students' reading comprehension in French and their use of reading strategies.

6. **Stanfield, Gayle M.** (2010) conducted a research entitled, *The Effects on Reading Attitude and Reading Behaviors of Third-Grade Students of Senior High School*. The purpose of this study was to find whether third grade literacy students who receive incentive rewards as part of their instruction exhibited significantly higher reading habits and attitudes toward recreational reading than they did before the incentives were introduced. The study examined 19 third grade students with fairly high intellectual abilities. Weekly data were kept on the number of Accelerated Reader (AR) books read as well as scores on the AR tests. Baseline was the first four weeks of school, the incentives (prizes) were given the next four weeks. Findings indicated that students' attitudes became worse over the entire length of the study. Prizes included certificates, food, books, pencils, bookmarks, or anything that might be attractive to the recipient. The conclusion was that the reading incentives were counterproductive even though the number of books read and the scores on the test remained the same.

Referring to the process of the collecting data of this study, there are some inspiring ideas which can be applied during the class, such as

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give some incentives (prizes) to the students who can achieve the goal of the lesson. Although this current study is limited on reading comprehension, but this idea can be used as a tribute to students who are succeed with their lesson. This study is focus on the psychological factors in students' reading attitude and behaviors. In contrast, this current study is only focused on students' reading comprehension. Another difference is the participants of this study chosen by simple-random sampling, which is based on individual ability, while this current study used cluster-random sampling which both of the groups have homogenous ability.

7. **Alvermann, Donna E.** (2014), conducted a correlation research entitled "*The Compensatory Effect of Graphic Organizer on Descriptive Text*". This study used experimental research design. The study investigated the use of graphic organizers to compensate for text that was less than optimal in its organization. The sample of this research was 128 students from a larger pool of tenth graders enrolled in Regents and non-Regents courses at a small city high school in upstate New York. These students had been given *Stanford Diagnostic Reading Test* (Blue level) as part of a routine school procedure during the semester in which the study was conducted. The result supported assimilation encoding theory and suggested that organizers aid recall when readers must reorganize information but do not help when reorganization is unnecessary. All students, regardless of reading level, benefited from the use of graphic organizers.

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This study was mostly discussed the use of graphic organizers to composite for text that. The difference is the participants of this study were chose by random assignment by reading comprehension, while this current study is used cluster-random sampling which both of the groups have homogenous ability. This study showed that students at both the upper and lower levels of the reading comprehension continuum appeared to benefit from the use of graphic organizers.

8. **Morgan, S.** (2004). *Self-Monitoring Approach to Reading and Thinking versus Self-Monitoring of Attention on Students' Reading Comprehension: A Comparison of Two Techniques*. A dissertation submitted to the Faculty of the Graduate School of the University of Maryland, College Park. This study examined the comparative effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) and Self-Monitoring of Attention (SMA) in the area of reading comprehension. Eight second-grade students with reading comprehension problems participated in this study. A multiple-choice question design was implemented to examine the differential effects of SMART and SMA. Observational data were collected by the experimenter and consisted of observing and recording each of the following behaviors during reading comprehension sessions: on-task behavior and number of minutes spent in reading. The results of this study found that SMART gained more 21% points in increasing students' reading comprehension.

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Based on the findings of this research, it can be concluded that the use of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy can develop students' reading comprehension. There were only sixteen students participated in this study, while this current study has more participants. There will be 70 participants who will participate in this current study. The research design of these both study are similar, that is comparative quasi-experimental research that will be a good reference to write this current research. The research procedures are also similar; the participants were divided into two groups; one group received SMART Strategy as the treatment, and the other group received SMA Strategy as the treatment. Before the treatment each group was given a pre-test, and after the treatment the groups faced a post-test to identify the significant differences between these two strategies. The results of this study found that SMART Strategy can improve students' reading comprehension better than SMA Strategy. But the small number of participants may affect the generalization of the research findings.

9. **Suryaningsih, Ruliq** (2013) conducted a research entitled, *The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) to teach Reading Viewed from Students' Self-Esteem*. The purpose of this research was to find the significant difference of students' achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy. The sample of this research was the second grade students of MTs Al-Huda

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Kedungwaru which consisted of 24 students; there were 12 boys and 12 girls. Based on the statically analysis, the mean score of pre-test was 62.50 and the mean score of post-test was 74.17. So, the different mean was 11.67 which meant that the mean score of post-test is higher than the mean score of pre-test.

On the other hand, there is a significant different of students' achievement in reading comprehension before and after being taught using Self Monitoring Approach to Reading and Thinking strategy at second grade of MTs Al-Huda Kedungwaru. This study was conducted in a quasi-experimental pretest-posttest research design which almost similar with this current study which will be conducted in comparative quasi-experimental research. There are two independent variables (Visual Imagery Strategy and SMART Strategy) and one dependent variable (Students' Reading Comprehension), while this study was focused on one independent variable (SMART Strategy) and two dependent variables (Students' Reading Comprehension and Self-esteem).

According to the results of the study, it can be concluded that SMART Strategy improved the students' reading comprehension. Besides, this strategy also brought positive effect on students' self-esteem in reading. This study can be a good reference for this current study since it identified the effect of SMART Strategy in students reading comprehension but it has to be limited since this current study does not



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discuss about students' self-esteem. In addition, the similarities of these studies are both of this studies have pretest and posttest to identify whether there is significant different in students' reading comprehension before and after the treatment or not.

10. **Alvermann, Donna E.** (2014), conducted a correlation research entitled "*The Compensatory Effect of Graphic Organizer on Descriptive Text.*" This study used experimental research design. The study investigated the use of graphic organizers to compensate for text that was less than optimal in its organization. The sample of this research was 128 students from a larger pool of tenth graders enrolled in Regents and non-Regents courses at a small city high school in upstate New York. These students had been given *Stanford Diagnostic Reading Test* (Blue level) as part of a routine school procedure during the semester in which the study was conducted. The result supported assimilation encoding theory and suggested that organizers aid recall when readers must reorganize information but do not help when reorganization is unnecessary. All students, regardless of reading level, benefited from the use of graphic organizers.

This study was mostly discussed the use of graphic organizers to composite for texts. The difference is that the participants of this study were chosen using random assignment through reading comprehension, while this recent study used cluster-random sampling where both groups

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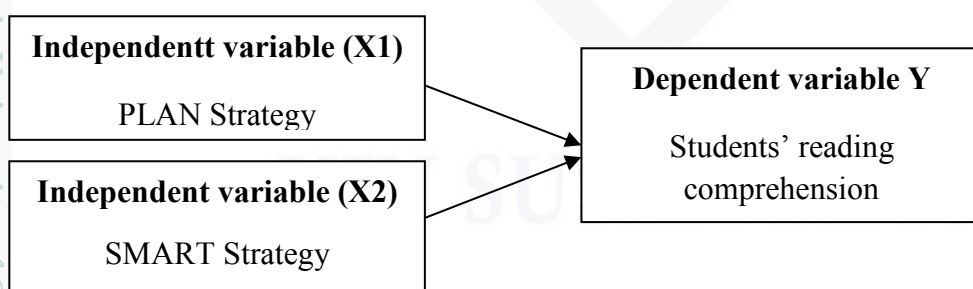
had homogenous ability. This study showed that students at both the upper and lower levels of the reading comprehension continuum appeared to benefit from the use of graphic organizers.

## 2.5. Operational Concepts and Indicators.

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. Three variables used in this research, they are variable  $X_1$  and  $X_2$  as independent variables (PLAN and SMART) and variable  $Y$  as dependent variable (students' reading comprehension). The indicators compared are about students' reading comprehension before and after being taught by Predict, Locate, Add, and Note strategy. Another Strategy is Self-Monitoring Approach to Reading and Thinking

The illustration of operational concept of this research can be drawn as follows:

**Figure II. 3: Operational Concept**



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### 2.5.1. Indicators of PLAN strategy as independent variable (X1).

- a. The teacher introduced PLAN Strategy.
- b. The teacher distributes descriptive text to the students.
- c. The teacher asks the students to scan the text (Predict).
- d. The teacher prepares a map to draw the main point of the text.
- e. The teacher Connect the ideas using lines or arrows, and remember to designate main ideas and smaller ideas.
- f. The teacher asks the students to determine text which information thatthey have already known, and which will they have to find when they read the textbook more thoroughly (Locate).
- g. The teacher asks the students to start drawing predictive map.
- h. The teacher asks students to close all materials given by the teacher.
- i. The teacher asks the students to include as much information as possible for each topic, but also try to determine which ideas were the most prominent or important while reading (Add).
- j. The teacher asks students to develop and prepare the information (Note).
- k. The teacher determine to prepare multiple choice to measure the students' reading comprehension.
- l. Finally, teacher guides the students to take a conclusion of the lessons that they have learned.

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### 2.5.2. Indicators of SMART Strategy as Independent Variable (X2).

- a. The teacher introduced SMART Strategy.
- b. The teacher distributes descriptive text to the students.
- c. The teacher asks the students to read the text silently.
- d. The teacher asks the students to create a mark (√) next to each sentence that they understand.
- e. The teacher asks the students to create a mark (?) next to each sentence that they understand.
- f. The teacher asks the students to reread the text.
- g. The teacher asks the student to identify what is the problem in the word or sentence.
- h. The teacher asks students to evaluate information that they already got.
- i. The teacher asks students to remark the question mark (?) to a checkmark (√) if the confusion is overcome.
- j. Teacher monitors the students and gives them assistance.
- k. Finally, teacher guides the students to take a conclusion of the lessons that they have learned.

### 2.5.3. Indicator Reading Comprehension (Y) as dependent variable.

- a. The students are able to identify the main idea of descriptive text.
- b. The students are able to identify the detail information of descriptive text. (What, who, when, where, and how)
- c. The students are able to identify synonym/antonym of descriptive text.
- d. The students are able to identify the reference of descriptive text.

- e. The students are able to identify the inference of descriptive text.

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