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CHAPTER II

REVIEW OF THE RELATED THEORIES

Theoretical Framework

1. The Nature of Reading

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something. It is supported by Frank S. (2004, p.179) "reading is extracting information from print". Widdowson in Feng Liu (2010, p.1) points out that reading as "the process of getting linguistic information via print".

By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. According to H. Suleiman (2005, p.144), "Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency)".

Moreover reading is "the process of receiving and interpreting information encoded in language form via the medium of print". (Urquhart & Weir in Feng Liu, 2010, p.1). The key point of reading for getting information is visual activity. It is also supported by Camile b. and Olge (2008, p.150) "an important aspect of reading is creating visual images in one's head as one reads".

S, Paris and Stahl (2005, p.85) state that “Reading is generally described as involving two skills: decoding and comprehension”. This statement is also explained by J. Oakhill et al. (2015, p.3) Word reading (or decoding) refers to the ability to read single words out of context. Language comprehension refers to our ability to understand words, sentences, and text.

Moreover, various experts explain more about reading. First according to Feng liu (2010, p.154), There are three models of reading, as in the following:

a. Bottom-up Model

A bottom-up reading model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole.

b. Top-down Model

A top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contains that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model.

c. Interactive Model

In this model, reading is not viewed simply as either a bottom-up or top-down process, but instead as a synthesizing of patterns, calling for the application or integration of all of the previously

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identified knowledge sources. In interactive model, proposes an interactive model in which both letter features or data-driven sensory information and non-sensory information come together at one place.

Second, Brown (2000, p.189) also explains that there are four types reading performance, below:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words and punctuation and other graphemic symbols.

b. Selective

Reading recognition lexical, grammatical or discourse feature of language within a very short stretch of languages, certain typical are used: picture, multiple choices, matching, true / false. Stimuli include sentence, brief paragraph, simple charts and graphs.

c. Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. This type of reading is suitable for the students of senior high school levels.

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d. Extensive

This type applies to texts of more than a page, up to and including professional articles, essays, technical report, short story and books.

Moreover, after knowing the type of reading performance and types of reading from the explanation of some experts, Fadwa (2010, p.21) also explains the types of reading as follow:

a. Silent reading

A proficient reader can adopt the following characteristics while reading silently such as: Eye movement, complete silence (He should make no lip movement), accurate eye fixations and Speed.

b. Oral reading

A reader should consider the following characteristics while reading orally: Clear pronunciation to each word, read it with reasonable speed, make proper pauses and correct stops to help learners understand the reading passage, give the accurate tones of a falling or a rising voice, and produce a word or a syllable with louder and longer duration using more air from the lung than the surrounding words or syllables. Wrong stress can mislead the listeners.

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In addition, H. Suleiman (2005, p.144) points out that in reading, there are six general component skills and knowledge areas:

- a. Automatic recognition skills
- b. Vocabulary and structural knowledge
- c. Formal discourse structure knowledge
- d. Content/world background knowledge
- e. Synthesis and evaluation skills/strategies
- f. Metacognitive knowledge and skills monitoring

Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the readers will know what they read and be challenged to response the ideas of the author.

2. The Nature of Reading Comprehension

There are various definitions of reading comprehension stated by some experts. First, G. Woolley (2001, p.15) states that “Reading comprehension is the process of making meaning from text.” Second, J. Oakhill et al. (2015, p.3) point out that “reading comprehension refers to our ability to understand words, sentences, and text”. Then, according to Frank S. (2004, p.12), comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific.

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It is clear that comprehension is the main goal of reading. Comprehension includes constructing meaning and understanding from reading materials to the readers. Duke and Pearson (2001, p.423) point out that “Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader’s head”.

Comprehension of a text requires more than understanding of the single sentences and how each is related to the next. Comprehension also requires a more general understanding of how the ideas of the sentences are related. In other words, comprehension requires understanding of the text structure. According to Economic Social Research Council (ESRC) (2006, p.6) a meta-analysis conducted by the US National Reading Panel (2000) highlighted teaching techniques that have been shown to be effective in promoting reading comprehension:

- a. Comprehension monitoring
- b. Graphic/semantic organizers (diagrams) for learning new vocabulary
- c. Story structure training focusing on plots, characters and main events
- d. Question answering

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- e. Question generation
- f. Summarization (identifying and integrating details to create a coherent and succinct summary of a text)
- g. Multiple strategy teaching.

Reading comprehension is not as simple process, though. There are many processes that must be passed by a reader in order to reach the comprehension itself and become an effective reader. Pearson & Anderson in Serafini (2007, p.190) points out that the characteristics of the readers who comprehend:

- a. are active processors of text and connect texts to their experiences and prior knowledge
- b. set expectations or goals for their reading
- c. attend to the elements and structures of literature
- d. ask questions of the text as they read
- e. preview or skim texts before reading and attend to vocabulary
- f. are able to articulate and negotiate meaning
- g. construct meaning as they read through texts
- h. read selectively, choosing texts that serve their goals and purposes

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3. The Factors of Reading Comprehension

The various factors may influence reading comprehension. ESRC (2006, p.2) points out that “good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well”.

Subsequently, Silvana M et al. (2012, p.80) explain the factors that are essential to reading comprehension, as follows:

- a. Working Memory capacity and other executive processes
- b. Prior knowledge
- c. Motivation
- d. Vocabulary
- e. text coherence
- f. text structure

In addition, Duke and Pearson (2001, p.423) point out that many factors affect a child’s ability to comprehend text. These include

- a. motivation/purpose/goals/engagement
- b. vocabulary/word knowledge/background knowledge
- c. automaticity of decoding
- d. fluent reading

- e. understanding and use of strategies employed by effective readers
- f. the nature of the text itself (difficulty and interest)
- g. the type or genre of text (e.g., fiction, nonfiction, poetry)
- h. the amount of reading done

Nurhayati, et al. (2008, p.6) also state that “factors which may influence Second Language Acquisition (SLA) are age, motivation, and intelligence, and also learning style, personality, learner belief, attitude and aptitude”.

Dealing with some theoretical definitions above, it can be concluded that there are so many factors that can influence reading comprehension. Therefore, reading comprehension could be more effective and running well as long as we focus on that factor.

4. The Teaching Reading

The importance of strategies is playing a vital one in the process of teaching reading. Danielle S. (2007, p.3) points out that “Reading strategies take more time at first, but with practice, help the reader to understand and remember much more from the text in less time than it would take without using reading strategies”.

The other side, Danielle S. (2007, p.5) also point outs the other statement that “some researchers (names intentionally withheld) do not routinely agree that it is worthwhile to teach reading

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comprehension strategies as an explicit reading objective. Some skeptics argue that the comprehension strategies will follow naturally from reading a large body of texts and from being intrinsically engaged in the content”.

In teaching reading, the writer argues that strategy is more useful and helpful in order to achieve the goals of teaching reading efficiently. Charnot & O'malley in Margaret book entitled comprehension strategy (2005, p.8) explain the reason of the teacher teaches the comprehension strategies:

- a. Content provides students with an opportunity to develop important knowledge in different subject areas
- b. Students are able to practice the language functions and skill needed to understand, discuss, read about, and write about concept developed.
- c. Many students are more highly motivated to learn when they are learning content rather than isolated language skills
- d. Content provides meaningful context for teaching learning strategies.

From the several explanations above, it is clear that teaching reading need strategies in order to achieve the goals of teaching reading. Moreover, teaching reading also needs some purposes.

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Nunan in Nur hayati et al. (2010, p.43) point out some principles for teaching reading:

- a. Exploit the reader's background knowledge
- b. Build a strong vocabulary base
- c. Teach for comprehension
- d. Work on increasing reading rate
- e. Teach reading strategies
- f. Encourage readers to transform strategies into skills
- g. Build assessment and evaluation into your teaching.

Dealing with several theories about, finally the writer concludes that teaching reading strategies have big contributions in promoting reading comprehension to the students and also this teaching principle may guide the teacher in the process of teaching reading.

5. Narrative Text

There are various kinds of text learned by the students. One of them is narrative text. According to Syafi'i et al. (2014, p.51), narration is storytelling, whether it tells a true story or fiction and this type of essay can be fun to read and even to write.

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According to Janette K, et al (2007, p.77), narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. For example, fables are short stories with a typical story grammar but with the addition of a moral.

The other hand, according to P. Hazel (2000, p.5) Narrative is often implicated in the functioning of memory. It means that narrative can be used for developing the improvement of memory as one of the important aspects of reading purposes. Moreover, the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways and also. So, the purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform. At list there are three stages in narrative. They are as follows:

a. Orientation

The function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.

b. Complication

The function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.

c. Resolution

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This part brings the series of events to a close and revolves the main problem, challenge or situation.

6. The nature of TRAVEL Strategy

As pointed out above, the reading comprehension needs the strategies to gain the level of reading comprehension itself. One of the strategies that can be used by the readers in order to help them to comprehend the reading material is TRAVEL strategy. TRAVEL is acronym from:

T : Topic

R : Read

A : Ask

V : Verify

E : Examine

L : Link

In this strategy the students will identify the topic in the text for the first step. Syafi'i et al. (2014, p.3) point out that topic is the most general statement of the paragraph. It consists of the writer's main idea, opinion or feeling about that topic. Topic will limit a specific area to be discussed.

In addition, Syafi'i et al. (2014, p.4) also point out that supporting sentence consists of two kinds: a major supporting sentence that directly supports the idea impressed in the topic sentence and a minor supporting sentence that directly supports the

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major supporting sentence and indirectly supports the topic sentence at the same time.

Janette K et al. (2007, p.119) explain about the main steps of using TRAVEL strategy:

- a. In the first step, the students identify the topic, write it down, and circle it.
- b. During the Read a paragraph step, students read (silently) the paragraph
- c. In the Ask step, they look for the main idea and three details and write them down.
- d. In the Verify step, students verify the main idea by circling and linking it to the three details.
- e. During the Evaluate the next paragraph, students examine the next paragraph, Ask and Verify again until the end of the text.
- f. When finished, students Link the main ideas.

According to Boyle, J. (1996) in Nasional Secondary Transition Technical Assistance Center (NSTTAC) Research to practice lesson plane starter journal, the steps in teaching reading by using TRAVEL strategy are as follows:

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- a. Talk about importance of accurately comprehending material with students. Ask students why comprehension is important and wait for student responses.
- b. Describe and model the cognitive mapping strategy TRAVEL and inform them that this strategy can help improve their comprehension of material read.
- c. Talk about when this strategy might be appropriate to use
- d. Ask students to think of situations when it would not be appropriate to use this strategy and wait for student responses with supported reasons.
- e. Hand out the TRAVEL strategy cue card defining main ideas and details, and sample reading passage.
- f. Use the cue sheet to discuss the main idea and review how to find the main ideas and details of a paragraph.
- g. Use the “think aloud” technique to model the cognitive mapping strategy with sample reading passage and embed direct instructional techniques to ensure students maintain high on-task rates and responses as you think aloud.
- h. Allow students to sit quietly and study mapping strategy once you are finished modeling strategy. Tell students to study concept mapping strategy for homework.

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- i. Assess students on their knowledge of TRAVEL strategy when they return to school by having them independently recite the strategy.

TRAVEL strategy is one of the types of cognitive organizers or graphic organizers. It is supported by J, lubin and Marcelline S (2007, p.3) that there are several types of graphic organizers. Some examples include semantic maps, cognitive maps, story maps, concept maps, Venn diagrams and unit organizers.

Vergason and Whelan in J, lubin and Marcelline (2007, p.2) explain the function of TRAVEL strategy as visual displays teachers use to organize information in a manner that makes information easier to understand and learn. From this explanation, this strategy is enhancing reading comprehension in the visual learning and it is clear that this strategy is easy to use.

Moreover, according to J, lubin and Marcelline (2007, p.2) TRAVEL strategy presents concepts in a memorable way that can significantly enhance students' comprehension of information as well as acquisition of content in subject areas such as Social Studies and Science.

In addition, according to Gallavan and Kottler in J, lubin and Marcelline S (2007, p.7), there are some functions of TRAVEL strategy to enhance Social Studies content:

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- a. Assume and Anticipate. This triggers background knowledge and interest and thus gets students involved in the learning process.
- b. Position and Pattern. It assists students in seeing connection between ideas and hence identifies cause and effect relationships.
- c. Group and Organize. It uses smaller ideas to generate big ideas as students analyze and synthesize concepts.
- d. Compare and Contrast. It relates concepts, highlighting the similarities and differences among ideas.
- e. Relate and Reason. This helps students develop deductive and inductive reasoning skills.
- f. Identify and Imagine. It encompasses students naming as well as using cognitive skills (from all levels) to understand concepts.
- g. Estimate and Evaluate. This assists students in extrapolating, explaining, differentiating as well as giving different perspective on issues.
- h. Combine and Create. Students develop creative skills by actively engaging with material and creating their own concept maps for key ideas discussed in the class.

Finally, the writer concludes that this strategy is very useful especially in improving the process of comprehension in reading activity. And also this strategy is effective for improving the student

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memory in getting meaning. Memory is the importance point in reading for getting comprehension.

B. Relevant research

Relevant research requires some previous researches by other researchers in which they are relevant to this research. According to Syafi'i (2015: 103) reviewing the relevant research is intended to avoid "plagiarism" toward the designs and the findings of the previous researches. The relevant research of this research project is:

1. A research from Ita Kurniawati (2011)

In her research entitled "Improving Student's Vocabulary Mastery Through Mind Mapping Strategy", the researcher focus on Class room action research. The formulation of the problem which was discussed by the researcher in her thesis was the improvement of student's vocabulary mastery after teaching learning vocabulary through mind-mapping strategy. Mind mapping is one of cognitive organizer strategy that focuses on improving students' memory via visual display. Moreover, in her thesis there was significant improvement by using mind mapping strategy. Based on the statistical analysis, it could be seen that the mean score of post-test was higher than the mean score of pre-test. The mean score of pre-test in cycle I was 54 and cycle II was 56.33. While, score of post-test in cycle I was 65.66 and cycle II was 76.66. The differences



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between her research and writer's research are on the reading comprehension strategy and aspect of reading. She used Mind Mapping Strategy and she focused to improve students' vocabulary. The other hand the writer used TRAVEL strategy on Students' reading comprehension of narrative text.

2. A research from Prayuni (2012)

In her research entitled "IMPROVING STUDENTS' VOCABULARY MASTERY USING MIND MAPPING (A Classroom Action Research of the First Year Students of SMA N 1 Suruh in the Academic Year 2011/2012)." the researcher focused on a classroom action research. The formulation of the problem which was discussed by the researcher in her thesis was the extent of the using Mind Mapping and the conventional strategy towards the improvement of students vocabulary mastery at the first year students of SMA N 1 Suruh. In her research, she used one class that was XA and she found that there were differences between pre-test and post-test score. The students' achievement of vocabulary had been improved through mind mapping in teaching learning process. When it compared between pre-test and post-test, she knew that the students' score in post-test was greater than pre-test. Furthermore, the result of t-test calculation in cycle I was 4.5 and in cycle II was 9.72, t-table with $n=20$ is 2.09. If t-table is similar or greater than t-

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test calculation, so the null hypothesis (H_0) is rejected. It means there is significance difference mean on pre-test and post-test.

From the above relevant researches, the data have shown the alternative hypothesis (H_a) of the research is accepted. By using mind mapping strategy there is some improvement in students' vocabulary mastery. Mind mapping includes in cognitive organizers strategy and vocabulary is one of the aspect in reading comprehension. It will support the writer assumption in finding the significant effect of using TRAVEL strategy on the students' reading comprehension of narrative text. The differences between her research and writer's research are on the reading comprehension strategy and aspect of reading. She used Mind Mapping Strategy and she focused to improve students' vocabulary. The other hand the writer used TRAVEL strategy on Students' reading comprehension of narrative text.

Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. It is necessary to clarify briefly the variable used in this research. There are two variables in this research, they are Independent variable or X variable in which in this research is the effect of TRAVEL strategy. And the other is dependent variable or Y variable of this research is the students' reading comprehension of narrative text.

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The procedures in teaching reading by using TRAVEL strategy (Variable X) are as follows:

1. Teacher talks about importance of accurately comprehending material with students. Teacher asks the students why comprehension is important and wait for the student responses
2. Teacher describes and models the cognitive mapping strategy TRAVEL and informs them that this strategy can help to improve their comprehension of material read.
3. Teacher talks about when this strategy might be appropriate to use
4. Teacher asks the students to think of situations when it would not be appropriate to use this strategy and wait for student responses with supported reasons.
5. Next, teacher hand out the TRAVEL strategy cue card defining main ideas and details, and sample reading passage.
6. Next, teacher uses the cue sheet to discuss the main idea and review how to find the main ideas and details of a paragraph.
7. Teacher uses the “think aloud” technique to model the cognitive mapping strategy TRAVEL with sample reading passage and embed direct instructional techniques to ensure students maintain high on-task rates and responses as you think aloud.
8. Teacher allows the students to sit quietly and study mapping strategy once you are finished modeling strategy. Then teacher

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tells the students to study concept mapping strategy for homework.

9. Finally, teacher assesses the students on their knowledge of TRAVEL strategy when they return to school by having them independently recite the strategy.

Then, according to Silfia et al. (2013, p.107), the indicators for students' reading comprehension (Variable Y) are as follows:

1. The Students are able to find factual information.
2. The Students are able to identify main idea.
3. The Students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. The Students are able to make inferences from the reading text.

D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that there is a significant effect of using TRAVEL strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.

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2. Hypotheses

Based on the assumption above, hypothesis for this study can be formulated as follows:

a. The Null Hypothesis (Ho)

1. There is no significant difference between using and without using TRAVEL strategy on students' reading comprehension of narrative text at the first year students of Senior High School PGRI Pekanbaru.
2. There is no significant effect of using TRAVEL strategy on students' reading comprehension of narrative text at the first year students of Senior High School PGRI Pekanbaru.

b. The alternative Hypotheses (Ha)

1. There is significant difference between using and without using TRAVEL strategy on students' reading comprehension of narrative text at the first year student at Senior High School PGRI Pekanbaru.
2. There is significant effect between using and without using TRAVEL strategy on students' reading comprehension of narrative text at the first year of Senior High School PGRI Pekanbaru.