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CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Framework

1. Reading

According to Hasibuanand Ansyari (2007:114), reading is an interactive processing that goes on the reader and the text, resulting in comprehension. The reading process is dynamic one, requiring active, meaningful communication between the writer and the reader. Reading without meaning is an unsatisfying and inconsequential. The goals of the teacher reading program should be aimed toward furthering students comprehension skill.

Besides, Harmer(1999: 70) states that reading is not passive skill. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them. Next, According to Ur(1991: 138),that reading means “reading and understanding”.She also states some assumptions about the nature of reading such as we need to perceive and decode letters in order to read words; we need to understand all the words in order to understand the meaning of a text; the more symbols (letters and words) there are in a text, the longer it will take to read it; we gather: meaning from what we read; our understanding of a text comes from understanding the words of which it is composed.

Nuttal(1982: 2) states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the reader gets

message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

Moreover, Mariane Celcia and Murcia states (1979:200) that reading is to learn unique thinking skill in which ESL/EFL learners must have ability to comprehend the material from a text by using their own thought activities which help them to analyze the text, determine the main idea and contrast or cause and effect example, following the argument in the text, and choose relevant topic under discussion.

The purposes for reading and types of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose.

a. Reading Comprehension

Reading comprehension is the process by which person understands the meaning of written language. In additional, Richard (2002:306) states that reading comprehension is a dialog between an author and the reader. Reading comprehension is a special kind of thinking process by actively constructing meaning internally from interacting with the material that is read. Successfully comprehension involves the reader's discovering meaning needed to achieve the

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particular purpose get for, or by him/her. Besides, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

The aim of English learning in senior high school is to achieve the literacy level of informational. Informational level is the level literacy where the students can access their knowledge with the medium of English. Based on the School-Based Curriculum, in reading skill, there are two basic competencies that should be achieved by the students at the first year of senior high school. First, the students are able to understand and to respond the meaning of short functional text accurately and fluently. Second, the students are able to understand and to respond the meaning and the rhetorical step of the monolog/essay in the form of recount, narrative, descriptive and procedure text accurately and fluently. So, one of the genres that should be learned by the students is the narrative text.

As one of the basic language skills, reading is important to be learned and mastered by students. The students need knowledge, skill and strategies to increase their comprehension. It can be known from Jannete et al. (2007:8) that stated that: "Reading comprehension involves much more than readers responses to text. Reading

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comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types).”

Then, according to Jhonson in Agvemi (2009: 8), reading comprehension is an activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about text. It means that the primary activity of reading is to comprehend what text is about. Many readers cannot be able to catch the idea or what the writer talks about because they do not know the exact meaning of the words that the writer used. That is way, reading comprehension section always gives along with vocabulary section.

The goal of reading is comprehension. Readers’ ability to understand the authors’ message is influenced by their background knowledge. It is stated by Burnes and Page (1985: 46) that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors’ message.

According to Cathrine Snow and Chair (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

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Furthermore, Measurement of Reading Comprehension is used to know whether the students comprehend reading or not. According to King and Stanley cited in Syahputra (2010:12), states there are five components that can be a measurement in reading comprehension. They are as follows:

a. Factual Information

Yarmisaid cited in Syahputra (2010:12) states that factual information requires readers to scan specific details. The reader must be recognizing the factual information in detail such as person, place, events, and time.

b. Main Idea

According to Wassman and Lee Ann Rinsky in Syahputra (2010:12), the main idea makes a particular statement or emphasizes a special aspect of the topic. Finding main idea of the paragraph consisting of many sentences is selecting the main idea not only in the beginning of paragraph but also in the middle and at the end of paragraph. In short, finding main idea is an important thing in reading.

c. Vocabulary

Reading will not receive without mastering vocabulary. By having an adequate knowledge of vocabulary, students can comprehend the text more easily. Roit cited in Syahputra (2010:12) stated that vocabulary knowledge in students directly affect their later success in learning to read. It means that, vocabulary is

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component that should be mastered to help readers succeed in reading.

d. Reference

In order to avoid repeated words or phrase, authors use reference words. King and Stainley cited in Syahputra (2010:12) said that recognizing reference words or phrases will help the readers to understand the reading passage.

e. Inference

King and Stainley cited in Syahputra (2010:13) said that inference is one of the reading components that have been understood by readers in reading text. Getting inference is understanding content of the text. So, readers have to be able to understand the implications which are inferred by authors.

Means there are five components that can be a measurement in reading comprehension: factual information, means the reader must get the factual information in detail, main idea, means the particular statement of the text. Vocabulary, means component that should be mastered to help readers succeed in reading, reference, means the reference help the students easily understand about the text, inference, means that to get the content of the text

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b. Reading Comprehension of Narrative Text

1. Definition of Narrative Text

Narrative text tells about what is happening or what has happened. Narrative is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'I (2007:53), narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.

2. Generic Structure of Narrative Text

The text organization of narrative is as follows:

a. Orientation

In this part, the researcher tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on.

b. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative text consider as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict.

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c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text.

3. Significance Features of Narrative Text

- 1) Characters, setting and actions are described in details using adjectival and adverbs
- 2) Use past tense, material process, word dealing with time and sequence

c. Assessment of Reading Comprehension of Narrative Text

Reading is not easy learning activities. Many factors can affect students' success in reading. In general, these factors can be identified such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. According to Anderson (2007:20), reading ability can be improved by teaching how to read by particular purpose. The combination of our daily encounters with text and our needs to read in different ways in educational and professional setting require that we read differently depending on the context and our goals. The goal is to identify, prior to reading, the key words that students are likely to have challenges decoding and teaching them so that students can read these words and use them in discussions and written expression. Achieving this goal with students with learning disabilities is not easy matter.

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Kalayo (2007:113) stated that reading is an activity with a purpose. Furthermore, Rivers and Temperly (1978: 187) in Nunan (1989:13) suggest that there are seven main purposes for reading:

- 1 To obtain information for some purpose or because they are curious about some topics.
- 2 To obtain instructions on how to perform some task for their work or daily life.
- 3 To act in a play, play a game, do a puzzle.
- 4 To keep in touch with friends by correspondence or to understand business letters
- 5 To know when or where something will take place or what is available
- 6 To know what is happening or has happened (as reported in newspaper, magazines, reports)
- 7 For enjoyment or excitement

Kalayo and Fauzan (2007:115) statute that readers knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

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- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up-strategy).

In this teaching reading the reasearcher applied Preview, Brainstorm, and Predict (PBP) strategy. According to Smith, et al, (2003:17) says that Preview, Brainstorm, Predict (PBP) is one of part in pre- reading. PBP is previewing survey that can be implemented with little preparation.

Furthermore, Keren(2002:16) stated on its journal that this strategy has chart as model to make students get easier in learning process. The purposes of this strategy are to motivate, stimulate, and accelerate students content learning. To support the ideas above, Dana (2010:45) pointed out that Preview, Brainstorm, Predict (PBP) strategy is a great strategy for language learners and advanced students.

According to Crawford (2005:29), states that brainstorming can help “open students” minds” so they can think of ideas that might not normally have occurred to them.

Besides, According to Chamot, (1999:19) says that Prediction is thinking of the kinds of words, phrases, and information that you can expect to encounter based on your background knowledge and/ or information you encounter during task.

2. PBP(Preview, Brainstorm, Predict) Strategy

a. The Nature of PBP Strategy

According to Smith, et al (2003:17), Preview, Brainstorm, Predict (PBP) is one of part in pre- reading. PBP is previewing survey that can be implemented with little preparation. PBP can motivate, stimulate, and

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accelerate students' content learning. Furthermore, PBP, strategy helps students to activate their general knowledge of a subject, including key vocabulary and related concepts.

The advantages of this strategy the students are able to comprehend the text and understand the content of the text, students will learn to activate their prior knowledge and combine it with information they gain from previewing the text to form predictions about the text. These predictions will give the students a purpose and motivation to read and hence improve comprehension.

Besides, According to Bremer, Christine D, et.al (2002:46), previewing provides opportunities for success by allowing students to become familiar with a topic and reflect on what they already know about it. Furthermore, it is also important for a teacher to determine where the class stands based on prior knowledge. This determination allows the teacher to choose a starting point where students feel comfortable as well as what material should be covered more in-depth with increased explicit instruction. Having the class brainstorm what they want to learn also provides insight for the instructor on what the class is interested in before beginning the material.

Furthermore, according to MoreillonJudi (2007:7), students need to be able to modify their predictions on the basis of new information that they acquire as they read the text.

Besides, Reid, R. & Lienemann (2006:7) that learners use information from graphics, texts and personal experiences to anticipate

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what will be read / viewed / heard and to actively adjust comprehension while reading / viewing / listening. Predictions are the connecting links between prior knowledge and new information. Prior knowledge is the unique set of knowledge that each student brings to the text reading and is affected by the student's attitudes, experiences and knowledge; knowledge of the reading process, text types and language features, vocabulary, topic and concepts. Some students lack background knowledge. It is important to build students' background knowledge to give them a better chance to understand the text. Other students may have it but not use it to make connections to the text. Ask students to discuss what they already know about the topic from other lessons, friends, movies, family. Making predictions often requires the reader to make inferences that are confirmed or contradicted by the end of the text.

b. Teaching Reading Comprehension by Using PBP Strategy

The procedures of Preview, Brainstorm, Predict (PBP) strategy in reading comprehension can be described as follows (Smith, 2003:17):

- 1) First, preview the text before reading by first looking at the title, headings, illustrations and other relevant structures in the text.
- 2) Then, brainstorm what you already know about the topic from these clues and prior knowledge.
- 3) Next, predict what you think you will be reading in the first section of the text and tries to be as specific as possible.
- 4) Record predictions in the first column of the worksheet.

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- 5) Then, show students how to check their predictions as you read the first part of the text.
- 6) In the middle column, mark predictions with a plus or minus sign (“+” for true and “-” for false).
- 7) When you finish reading the first section of text, add connections, corrections, and comments in the third column.
- 8) Have students work in pairs to complete the chart as they finish reading the chapter or selection.
- 9) After you have modeled and provided opportunities for students to practice together, encourage students to use the strategy as they read independently.

B. Relevant Research

In 2009, MariatiIsmi conducted a research entitled “The Effect of Activating Schemata on Reading Comprehension on the first year of SMAN 1 Bangkinang. She was concluded that the conventional technique did not give a good learning process and the student’s acievement in reading comprehension was not satisfied yet. Activating schemata is one of the good techniques, in which having schemata before activities is very important because it will help the readers to understand and to improve their reading comprehension. Schemata needs to diagnose student’s prior knowledge and provide necessary bacground knowldge, so they will be prepared to understand what they will read, there are several procedures that have to do before reading the passage that of: introducing key concept to students by using a word, phrase, or

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picture to initiate a discussion, having students brainstorm word about the topic and record their ideas on the chart, presenting additional vocabulary and clarify any conceptions, having students draw picture and write a quite-write about topic using words from the the brainstormed list, and having students share quickwrite and asking question to help clarify and elabrote quick-write.

The result of data analysis showed significant differences between the students' reading comprehension taught by activating schemata pre-reading plan and not activating schemata through pre-reading plan. It is proved by finding of t-observed (3.08) was higher than t- critical (2.00).

According to Sorby Amene (2002), there are some conclusion in his research about The relationship among word knowledge, word prediction toward reading comprehension of sixty university students of English Translation were selected randomly from Bandar Abass Azad University. Participants were of two groups included thirty freshmen and thirty seniors. Two instruments (affixation test and reading comprehension test) were designed and used. Pearson correlation and Independent T-test was used to analyze the relevant data. Findings of the study revealed a significant positive relationship between the students' word knowledge and their word prediction as well as their reading comprehension.

Therefore, it is concluded that there is a linear positive significant correlation between the students' Word knowledge and their Word prediction, the students' Word knowledge and their Reading comprehension and the students' Word prediction and their Reading comprehension. In addition, the T-test illustrated that there was a significant relationship between the students'

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performance and their Word knowledge, a significant relationship between the students' performance and their Word prediction and a significant relationship between the students' performance and their Reading comprehension.

In 2013, Agustina Sonya investigated The Effect of Using Prediction Guide Strategy on Reading Comprehension of the First Year Students at Senior High School 14 Siak Tualang of Siak Regency. She found and identified the students' reading comprehensin taught by conventional strategy at the first year of Senior High School 14 Siak was catagorized into enough level with mean score, 59.73. and the students' reading comprehensin taught by using prediction guide Strategy at the first year of Senior High School 14 Siak was catagorized into Good level with mean score, 67.6. It means that there is a significant effect of using prediction guide Strategy toward students' reading comprehension at the first year of Senior High School 14 Siak Tualang of Siak Regency.

Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure.

Operational concept is the concept used to clarify the theories used in the research, to know the students' ability in reading comprehension at the first year of SMK NegeriPertanianTerpaduPropinsi Riau. There are two variables in this research:

- 1) The procedures preview, brainstorm, predict strategy (variable x) are as follows (Smith: 2003:17):

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- a) Teacher previews the text before reading by first looking at the title, headings, illustrations and other relevant structures in the text.
 - b) Teacher brainstorms, what you already know about the topic from these clues and prior knowledge.
 - c) Teacher predicts what you think you will be reading in the first section of the text and tries to be as specific as possible.
 - d) Teacher Records predictions in the first column of the worksheet.
 - e) Teacher shows students how to check their predictions as you read the first part of the text.
 - f) In the middle column, mark predictions with a plus or minus sign (“+” for true and “-” for false).
 - g) When teacher finishes reading the first section of text, add connections, corrections, and comments in the third column.
 - h) Have students work in pairs to complete the chart as they finish reading the chapter or selection.
 - i) After teacher has modeled and provided opportunities for students to practice together, encourage students to use the strategy as they read independently.
- 2) The indicators variable Y (Students’ reading comprehension) are follows (Syllabus SMK PTN: 2015:5) :
- a. Students’ ability to find main idea in reading narrative text.
 - b. Students’ ability to identify meaning of vocabulary in narrativetext.
 - c. Students’ ability to identify the generic structure of narrative text.

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- d. Students' ability to identify reference in reading text especially in narrative text.
- e. Students's ability to identify inference in reading text especially in narrativetext.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that student's reading comprehension in narrative text by using Preview, Brainstorm Predict (PBP) text is various.

2. Hypothesis

a. The Null Hypothesis (H_{01})

There is no significant difference between the students' reading comprehension of narrative text taught by Preview, Brainstorm, and Predict (PBP) Strategy and taught without Preview, Brainstorm, and Predict (PBP) Strategy at the first year of SMK Negeri Petanian Terpadu Provinsi Riau.

b. The Alternative Hypothesis (H_{a1})

There is asignificant differencebetween the students' reading comprehension of narrative text taught by Preview, Brainstorm, and Predict (PBP) Strategy and taught without Preview, Brainstorm, and Predict (PBP) Strategy of the first year of SMK Negeri Petanian Terpadu Riau.

c. The Null Hypothesis (H_0)

There is no significant effect of using Preview, Brainstorm, Predict (PBP) strategy on students' reading comprehension of narrative text at the first year of SMK Negeri Petanian Terpadu Riau.

d. The Alternative Hypothesis (H_a)

There is a significant effect of using Preview, Brainstorm, Predict (PBP) strategy on students' reading comprehension of narrative text at the first year students SMK Negeri Petanian Terpadu Riau.

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