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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

###### a. Definition of Reading

Reading is the important skill in English and it should be mastered by every student, every teacher and everyone. Many experts gave definition about reading. The definitions are very useful for the researchers in conducting a research. In this paper, the researcher discusses some definitions of reading from experts. As pointed out by Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. In other words, the readers transfer meaning from the text and give assessment from the text to understand the message communicated. Thus, reading needs more attention from the students because the students must have good comprehension of the text to get the meaning from the text. By reading, the students can get information what they want to know.

In line with Nunan's statement above, Browne (2007: 46) stated that reading is skillful and fluent readers can read and do read. They know how to read a range of different types of texts using a variety of strategies. They can apply phonic strategies, word recognition, and grammatical knowledge, the

meaning of the text and their knowledge of the world and life experience as they read in order to get pleasure and information from texts. Hasibuan and Ansyari (2007: 114) also state that reading is an activity with a purpose that the students may read in order to gain information or verify existing knowledge. It means that in reading the students read the text to get the more information to add their knowledge.

According to Snow (2002: 11), reading comprehension is the process extracting and constructing meaning through interaction and involvement with written language. In other words, reading comprehension is the process that readers do in order to construct or understand the meanings of the texts through reading activity. Therefore, reading should be mastered by the students. In line with Brown's statement (2003: 185), reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability. Then, Anderson in Nunan (2003: 70) also mentioned that in the process of reading, he divides three categories of reading models, they are:

#### 1) Bottom Up Models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentences, and longer text.

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## 2) Top Down Models

Top down models begin with the idea that comprehension resides the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions made. A passage can thus be understood even if all of the individual words are not understood.

## 3) Interactive Models

This model combines elements of both bottom-up and top down models. The readers synthesized based on information provided simultaneously from several knowledge. In this research the writer uses interactive model.

International Bureau of Education (1949) in Sadoski (2004, p.4) classified the methods of teaching reading into three categories, as follows:

### 1) Synthetic Methods

These include the alphabetical method, all the various phonic and phonetic methods, and the methods of direct reading of syllables.

### 2) Analytic Methods

Among the variations of these methods, also called ideo-visual and sentence (or “global”) may be included those which begin with the word, sentences, or story.

### 3) Analytic–Synthetic Methods.

These methods are based on the word or sentence, and the most characteristic of them is the so-called common words method.

## b. Definition of Reading Comprehension

Reading cannot be separated from comprehension because the goal of reading activity is to comprehend what has been read. Reading comprehension is a process of understanding written texts and it is also the capacity to identify and understand the meaning communicated by texts. Snow (2002: 11) stated that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as, the reader who is doing the comprehending, text that is to be comprehended and the activity in which comprehension is a part. On the other hand, by extracting and constructing meaning the readers can get the important information from the text.

Moreover, as pointed out by Lems, Miller and Soro (2010: 170), reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. It means that to comprehend the text, the readers need to use some strategies before, during and after reading. Fundamentally, King and Stanley in Hanisah (2012: 14), noted that the components of reading comprehension are as follows:

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#### 1) Finding Factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

#### 2) Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

#### 3) Finding the Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

#### 4) Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

#### 5) Making Inference

Inference is a skill where the reader has to be able to “read between the lines”.

While, Brown (2003: 185) said that the process of reading should focus on bottom-up and top-down for processing separate letter, word, and phrases. Then, the reader must develop appropriate content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively. Similarly, Scott (2009, p.8), reading comprehension is not simply the application of a discrete set of strategies but the integration of a number of mental processes in an effort to extract and construct meaning. It means that to comprehend the text the readers involve their interaction and involvement with their written language. Referring to the explanation above, Wolley (2011: 15) also stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. So, in understanding a text, the readers need to develop their representations of meaning of the text ideas during the reading process.

Based on the explanations above, the writer concludes that when the readers read the text, they should comprehend the contents of the text. Reading comprehension is the most important part of the process of reading. By reading comprehension, readers can understand the content of the text; besides reading comprehension is in fact not an easy matter. Reading comprehension is the ability of reader to gain information from a text and do something with it in a way to understand information.

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### c. Principle of Teaching Reading

Lems, Miller and soro (2010, p.172) stated that reading comprehension requires the use of strategies before, during, and after reading. It means that in teaching reading, as a good teacher should use these stages to help the students in comprehending the text. The stages in teaching reading are as follows:

#### 1) Before Reading

Guidance before reading prepares the reader to enter the text with some clear purposes and a plan of action in mind. At this stage the teacher may, for example, activate students' prior knowledge related to the topic, pre-teach some difficult vocabulary to be encountered in text, encourage students to make predictions about information that may be presented, remind students of effective ways processing and remembering information, and alert them to look out for certain points.

#### 2) During Reading

Guidance during reading encourages the student to look for cause and effect relationships, compare and contrast information, respond critically to information given, check for understanding, and highlight main ideas.

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### 3) After Reading

The teacher may help students review information, summaries, and retell, check for understanding and encourage critical reflection and evaluation.

According to I. S. P. Nation. (2009: 6), the following principles can guide the design and practice of a reading program:

#### 1) *Meaning-Focused Input*

- a) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- c) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

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### 2) *Meaning-Focused Output*

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

### 3) *Language-Focused Learning*

- a) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.
- b) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
- c) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading.
- d) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

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#### 4) *Fluency Development*

- a) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.
- b) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.
- c) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

#### **d. Assessing Reading Comprehension**

Brown (2003, p.4) stated that assessment refers to an ongoing process covering a wide range of methodological techniques. Thus, assessment can be defined as the evaluation of the students' performance. In relation with the statement above, Hasibuan and Ansyari (2007: 123) mentioned that reading

comprehension is very difficult to assess accurately. But if the students are able to achieve the goal, it means that assessment of reading ability needs to be correlated with purpose of reading. Furthermore, Nation (2009: 77) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of reading level of Vocational High School Multi Mekanik Masmur Pekanbaru. They are:

1) Pronominal Question

These questions require learners to make a written answer which can range the length form of single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

2) Multiple-choice

Multiple choice questions focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of the test to be marked.

3) Information Transfer

The advantages are that the information the learner produces can cover a lot of points and yet need not involve a lot of writing. The disadvantage is in gaining consistency in marking.

In this research, the researcher used multiple choices in consideration of its purpose is to make it easier to be administrated and can be

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scored quickly, so that the researcher used it to assess the reading comprehension.

#### e. Descriptive text in Reading Comprehension

It is stated in School-Based Curriculum (SBC) for Senior High School that the tenth grade students are expected to comprehend the texts types of descriptive and procedure. However, the writer focuses on descriptive text only. Descriptive is one of the texts to be mastered by the students. According to Oshima and Hogue (2007: 61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Therefore, descriptive text is the text that tells about what a person or a thing is likes and in details. In short, Kane (2000: 351), noted that description deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.

In accordance with the statement above, Clouse (2008, p.152) revealed that the descriptions on a menu have both an informational and a persuasive purpose. First, the descriptions let diners know what the various dishes are like that's the informational purpose. Second, the descriptions are written in a way to entice diners to order food they might not otherwise bother with that's the persuasive purpose. She also stated that there are five purposes of description such as to entertain, to express feelings, to relate experience, to inform (for a reader

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unfamiliar with the subject) or to inform (to create a fresh appreciation for the familiar) and to persuade (to convince the reader that some music videos degrade women).

Kane (2000: 351) also mentioned that descriptive paragraphs fall into two broad kinds. They are:

a. Objective Paragraphs.

Objective paragraphs describe the topic in a literal and impartial way. the writer sets aspects of the perception unique to himself and concentrates on describing the percept in itself. Objective paragraphs say, "This is how the thing is."

b. Subjective Paragraphs.

Subjective paragraphs describe a writer's opinion projects into the percept. subjective, "This is how the thing seems to one particular consciousness."

**f. The Factors Influencing Students' Reading Comprehension in Descriptive text**

Many students still have difficulties to comprehend the text. Therefore, the teacher should help the students in comprehending text. Encouraging them to build world knowledge through reading and teach their students to use active comprehension strategies to improve the reading comprehension. To help the students achieve comprehension in reading activity, teachers must understand the factors that influences their students' process. Brown (2004:70) said that teaching

is showing or helping someone to learn how to do something , giving information, guiding in the study of something, providing with the knowledge causing to know or understanding.

In addition, Carver (2009: 27) stated that there are primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passage involved. If the level of difficulty of the text is higher than level ability of the individual, so the individual will get difficulty in reading comprehension. Second, the way in which instruction, reading activity will run well. Third, objective consequences. This will make the students easy in their reading because they know what they are going to be required. Kahayanto in Mubarok (2009: 4) also stated that the factors that influence reading comprehension come from external and internal factors. External factors are including reading material and teacher of reading, while, internal factors are including motivation and interest.

Based on statement above, it can be conclude that there are some factors that influence students' reading comprehension; they are motivation, interest, materials, prior knowledge, and the purpose of the reading. It is better to the reader to know factors that can influence reading comprehension to minimize the struggle in comprehending the text. So, in this research, the researcher used Think, Predict, Read, Connect, (TPRC) strategy that will help students to

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increase their reading comprehension in descriptive text and make them easy to understand the descriptive text.

## 2. The Concept of TPRC strategy

Think, Predict, Read and Connect (Haggard, 1989) quoted by Ruddel (2005: 75) is an alternative way to study reading which requires students to be in teams. The purpose of Think, Predict, Read and Connect (TPRC) strategy is to help students understand the text. In line with the statement Sethna (2011: 7) said that Think, Predict, Read and Connect (TPRC) strategy develops students general knowledge before, during, and after reading.

The instruction begins when teacher directs the teams to work together, think about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to predict what they will find in the reading. Students then read the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading. For

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example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then, the teacher asks the students to put a check mark, beside anything, students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question.

Based on those steps, TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, narative textt, report texts, and news-items.

## B. Relevant Research

According to Syafi'i (2015: 103) relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research being conducted. There are some researchers have been conducted and they are relevant to this research paper, such as: Firstly, a research was conducted by Edo Ersanda conducted in 2015, entitled: "The Effectiveness of TPRC Strategy for teaching reading comprehension of descriptive texts a case of the Tenth grade of SMA Negeri 1 Ungaran. The method used in this study was quantitative method in the design of quasi experimental study. The result of this research showed that using TPRC strategy was effective in improving students' reading ability in descriptive text. It could be seen from mean of post-test in experimental class (79.66 was higher than controlled class (74.16). Also, mean of gained score in experimental class (13.58) was higher than controlled class (5.38). The data analyzed by using T-test formula. The result of calculation showed that in the significance level of 5%, the

value of t-test ( $t_o > t_{table}$ ) ( $2.48 > 1.99$ ). Therefore, it proved that alternative hypothesis ( $H_a$ ) which states there is a significant progress in using numbered heads technique in improving students' reading ability in descriptive text, is accepted.

Secondly, a research was conducted by Anis Rahmawati in 2013, entitled: "Improving Students' Reading Comprehension at second year students of SMPN 1 Sentolo in Academic Year 2012/2013 by TPRC (Think, predict, read, and connect)". This study was conducted in two cycles. Each cycle consisted of two sessions, which were each session for treatment and in the end of the cycle for test. Each cycle involved planning, action, observation, and reflection. The instruments used in this study were tests and questionnaire. The result of questionnaires indicated that TPRC (Think, predict, read, and connect) could help the students in comprehending reading texts. Based on the result of the study, it could be concluded that the application of TPRC (Think, predict, read, and connect) strategy could improve the reading comprehension of the students.

### C. Operational Concept

According to Syafi'i (2015: 103) operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper.

The variables investigated should be clearly and operationally defined into simple words. So, they can be easily measured and evaluated through the ways of treatments and assessments applied by the researcher. There are two variables,

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dependent variable and independent variable. Independent variable is the use of TPRC strategy while dependent variable is the students' reading comprehension.

The indicators are operationally conceptualized as follows:

Variable X: TPRC (Think, Predict, Read, and Connect) strategy in teaching reading comprehension):

1. The teacher directs the students to work together, think about and jot down everything about the general topic in which the lesson topic fits.
2. The teacher gives the students about 6 to 8 minutes for working.
3. The teacher announces the specific subject the reading is to be about and asks students to predict what they will find in the reading.
4. The teacher allows the students read the assignment individually.
5. The teacher asks the students to talk each other and comment about information that is found in the next.
6. The teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

Variable Y: Students' Reading Comprehension on descriptive text:

1. Students are able to find factual information from the text.
2. Students are able to find the main idea from the text.
3. Students are able to find the meaning of vocabulary from the text.
4. Students are able to identify reference from the text.
5. Students are able to make inference from the text.



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## D. Assumption and Hypotheses

### 1. Assumption

There are many strategy that can be applied in teaching reading, one of them is Think, Predict, Read and Connect (TPRC) strategy. Think, Predict, Read and Connect (TPRC) strategy is one of the alternative ways to study reading which requires students to be in teams. Think, Predict, Read and Connect (TPRC) strategy helps students to udenrstand the text by developing their general knowledge before, during, and after reading

In this research the writer assumes that the students who are taught by using TPRC (Think, Predict, Read, and Connect) strategy will have better reading comprehension achievement. Furthermore, the better implementation of TPRC (Think, Predict, Read, and Connect) strategy in reading subject is, the better students' reading comprehension will be.

### 2. Hypotheses

Based on assumption above, there are two hypotheses proposed:

- a.H<sub>0</sub>: The students who are taught by using Think, Predict, Read, Connect (TPRC) Strategy don't have better score of reading comprehension than those who are taught without using Think, Predict, Read, Connect (TPRC) Strategy of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru

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H<sub>a</sub>: The students who are taught by using Think, Predict, Read, Connect (TPRC) Strategy have better score of reading comprehension than those who are taught without using Think, Predict, Read, Connect (TPRC) Strategy of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru

b.H<sub>0</sub>: There is no significant effect of using TPRC (Think, predict, read, and connect) strategy on reading comprehension of tenth grade students at Vocational High School Multi Mekanik Masmur Pekanbaru.

H<sub>a</sub>: There is a significant effect of using TPRC (Think, predict, read and connect) strategy on reading comprehension of the tenth grade students at Vocational High School Multi Mekanik Masmur Pekanbaru.