CHAPTER II

THEORITICAL FRAMEWORK

A. The Nature of Reading

Nowdays, reading has become part of peoples' daily life or activities. They read anything, anytime, at any places for different purposes. For instance, they want to find out something or check some information. Reading is more than just receiving meaning in literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has contended. It also covers the understanding of symbols, letters, words, sentence and meaning.

According to Teixeira (2012,p.1), reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students" personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to

build meaning. It means that in reading the text, the reader involves their prior knowledge. In line with Nunan's statement above, Anthony, et.al in Syahputra (2014) stated that reading is the process of constructing meaning through the dynamic interaction among the reader's knowledge, the information that is provided by the written language, and the context of reading situation. It means that reading is the process of catching the writer's ideas by readers' previous knowledge, information from the text, and the choice of reading context.

Reading is also as a process of communication between a writer and a reader. A writer has message in her mind, such feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words or printed verbal symbol.

Accordingly, the researcher points out the expert's statements above that reading is an activity to graps the meaning or to catch the information of the text by involving the readers' previous knowledge, making prediction the researcher's ideas to get the content of the text.

B. The Purpose of Reading

A good reader is not being able to interpret, judge, and draw the inference from the printed language being read. In other words, reading activities entail the readers' intelligence and carefulness and analysis in identifying the major purpose of the author through word, signs or even symbol of the text.

Pleasure reading is the most important point. It is commonly perceived to be the antithesis or academic or serious reading. Reader's interest in a text can be a function of purpose. The purpose is, if reading also determines the appropriate approach to reading comprehension. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for type of text, and understands how to apply them to accomplish the reading purpose.

Reading for information is persuaded to gain insight or information. It may range from scanning and the reading of letters to in depth reading article or books. Whether we are reading for pleasure or information, the nature of the reading depends on what we want from the text, as well as situational factors such as time available or constraints elative to place reading. No matter what our agenda, why, and where we read inevitably determine how we read.

According to Grabe (2009, p.8), there are several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many cases, reading for interest or reading to entertain). So, reading has several purposes. One of the purposes of

reading itself is to search information, to get knowledge, or comprehension.

Based on the definition above, it can be concluded that reading is certainly an important activity for expanding knowledge of a language. Reading has also relation between the author's massages and the information that the reader will find. Reading has some purposes. One of the purposes of reading is to search information, to get knowledge, or comprehension.

C. **Type of Reading**

Reading is one of the receptive skills in English that should be mastered by students. There are many types of reading:

a. *Preceptive.* Involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b. *Selective.* Involves ascertaining one's reading recognition of lexical, grammatical, or discoursing features of language within a very short stretch of language.

c. *Interactive,* Stretches of language of several paragraphs to one page or more in which reader must, in psycholinguistic sense, interact with the text.

d. *Extensive.* Extensive reading applies to text of more than page, up to including professional articles, essays, technical report, short story, and books (Douglas H. Brown, 2000:189).

According to Davies in David Nunan there are several types of reading :

a. Receptive Reading, which is rapid, automatic reading that we do when we read Descriptive

b. Reflective Reading, in which we pause often and reflect on what we have read

c. Skim Reading, in which we read rapidly to establish in a general way what a text is about

d. Scanning or searching for specific information.

Based on the statement above, there are four types of reading. They are recptive reading, reflectice reading, skim reading and scanning.

D. Teaching Reading

Teaching reading is one of the important parts in Indonesia's curriculum, the aim of teaching reading is to develop students' ability to understand English text effectively. Teaching reading is very important skill because this is the stage where the knowledge of learners starts to fly. The selection of reading material should be authentic.

Reading is an essential skill for learner of English as a second language. For most of those learners, the most important skill to master in order to ensure success not only in learning English, but also in learning any context class is when reading in English is required (Neil Anderson, 2003, p. 69). It means that by reading, the learners will make greater progress and development in all other areas of learning.

E. The Principle of Teaching Reading

According to Harmer, there are six principles in teaching reading, they are (Jeremy Harmer, 1998, p. 70) :

1. Reading is not passive skill

    In reading, there are some activities that interact each other like the reader and the text, we have to understand what words mean, see the picture the words are painting, understand the arguments and works out if we agree with them.

2. Students need to be engaged with what they are reading

    Choose the interesting topic for the students, because when they are really fired up by the topic or task, they get much from what is in front of them.

3. Students should be encouraged to respond to the context of a reading text, not just to the language

    The teacher should give a chance to respond about the context or the message of the text and how to express their feelings about the-thus personal engagement with it and the language.

4. Prediction is a major factor of reading

    The teacher gives the students the hints-the book cover, the headline, the word processes page, and student's brain starts predicting what they are going to read, it will make them better and more engaged reader.

5. Match the task to the topic

The teacher needs to choose good reading task-the right kind of questions, engaging and use puzzles. The most common place passage can be made really exciting with imaginative and challenging tasks.

6. Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, by using the topic for discussion and further tasks, using the language for study and later activation.

Based on the explanation above, the researcher concludes that teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text.

F. Reading Components

According to King and Stanley (1998) in Fiyona Pertiwi (2012), the components of reading are:

1. Finding Factual Information

Finding factual information is one of components of reading comprehension that is suitable for Junior High School. Tarigan (1980) in Finoya Pertiwi (2012) said that while reading, the reader must be able to recognize the factual and certain information in details such as person, places, events and times.

2. Finding Main Idea

Identify the main idea is an important activity in reading text because if we can find the main idea we can know the text is talking about what. We can find the main idea not only on the first paragraph but also in the middle, and in the last paragraph. So, we have to precise to see and identify where is the main idea it self on the text.

3. Finding the Meaning of Vocabulary in Context

Vocabulary includes the right and appropriate use of words. The readers have to develop their guessing ability to the words that they are not familiar with , by relating to the close meaning of unfamiliar words to of the text that is read.

4. Identify References

The reference is used to avoid the repeated or the same word or phrase in several time. After one word we used, we can refer that word than repeat it. Recognizing and identifying the reference will help the reader to understand the reading passage. Reference is usually such as : she, he, it, this, etc.

5. Identify Inferences

Inference is important activity in reading skill. Inference is a skill where the reader has to be able to read between lines. As King and Stanly in Marna Suri (2011) divide into attentions, draw logical inferences, and make accurate prediction. After

reader reads all of the text, they should be able to make inference by their own words and from their own thinking based on the text that they have read.

G. Reading Comprehension

Reading comprehension is one of the aims of reading. Hasibuan (2007) stated that the purpose of reading also determines the appropriate approach to reading comprehension. According to Wooley (2011), reading comprehension is the process of making meaning from text. In addition, according to RAND (Reading Study Group) (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In classroom of students' reading activities, they are able to explore the potential that exists themselves in reading activities. The meaning of the text will be easy to know when they are expending the thoughts in writing. To achieve it, the comprehension ability in reading is needed.

According to Sweet and Snow (2003, p.1), reading comprehension as the process of simultaneously extracting and constructing meaning. Comprehension will be usually found in the readers' mind. It is clear that reading comprehension is not a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated explicitly or not.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with

written language (Snow, 2002, p. 11). When doing this, students should use his/her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts.

Based on the definition above, it is clear that reading comprehension is the process of making meaning from text. It means that in reading comprehension the students do not only read the text but also a process to get information of the text whether it is stated explicitly or not.

H. The Factor of Reading Comprehension

According to Tankersley (2003, p.90), reading comprehension is dependent on three factors, there are:

1. The students have command of the linguistic structure of the text.

2. The students are able to exercise metacognitive control over the content being read. It means that the students are able to monitor and reflect on his/her own level of understanding while reading the material.

3. The students have adequate background in the content and vocabulary being presented.

   Based on the statements above, there are three factocrs in reading comprehension that should be mastered by the students, they are, command of the linguistic structure, level of understanding while reading material, background in the content and vocabulary.

I. The Processes of Reading Comprehension

Irwin in Klingner et al (2007, p. 9) describes five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.

a. Micro processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. For example, consider the following sentence: Michelle put the yellow roses in a vase. The reader does not picture yellow and roses separately, but instead immediately visualizes roses that are the colour yellow. The good reader processes yellow roses together. Selective recall is another aspect of micro processing. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage. For example, the reader may or may not remember later that the roses were yellow. To some extent, whether this detail is remembered will depend upon its significance in the passage. In other words, does it matter in the story that the roses were yellow, or is this just an unimportant detail.

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

c. Macro processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skill full reader also uses a structure or organizational pattern to help him or her organize these important ideas.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was

brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

e. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Based on the opinions above, there are many aspects that influence in successful teaching reading. Firstly, the teacher will choose appropriate 16 materials related to the students' background knowledge and teach effective strategies on reading for them. Next, it will also inform and explain the strategy of reading efficiently and effectively. So, the students will have better reading comprehension with effective and efficient strategies. Finally, the teacher can also make appropriate assessment and evaluation toward the students' comprehension.

J. Teaching Reading Comprehension

Teaching reading comprehension is a guideline for the teacher to help the students in comprehending in a text easily. According to Klingner (2007, p.8), teachers can provide support by teaching fluency skills students need to read for comprehension. A few pointers to facilitate fluency include the following:

a. Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.

b. Ask students to reread difficult passages.

c. Ask students to work with peer partners to read and reread passages.

d. Identify key words and proper nouns and pre teach prior to asking students to read text.

e. Students' fluency increases when they listen to books or text on tape prior to reading independently.

f. Give opportunities to students to show case their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material, an effective practice for improving fluency.

g. Names of people, places, and things are often difficult to read; teach these prior to reading.

In conclusion, in teaching reading comprehension, the teacher should guide the students to get their comprehension on text.

K. The Nature of Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as "the representation of an event or a series of events". Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum 2004, narrative text is defined as a text which functions to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event that leads to a crisis or turning point 17 of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially.

According to Syafi'i (2003) narrative tex is the type of text that tells the true story or fiction that gives one account of one more experience. It means that narrative text is the text that tells a story of events that have already happened.

L. The Purposes of Narrative Text

People write narrative text that might be basically for pleasure, to gain and hold the reader's interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience.

This is one idea to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener. It is also to entertain the readers or listener by presenting a story.From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

M. Three Stay One Stray (TSOS) Strategy

As mentioned above, the reading comprehension needs a strategy to gain the level of reading comprehension it self. One of the strategies that can be used to make the students easily to comprehend the reading material is Three Stay One Stray (TSOS) Strategy. According to Kagan (1992), Three stay one stray as a kind of cooperative learning strategy can be one alternative which creates the teaching English more actively and

effectively. In TSOS, a group that consists of four students solve a problem given by the teacher. After finishing discussion, three members stay in group to share the information of their group result to guest and one student strays or goes to another group to find and compare the team's solution.

According to Millis (2011), Three Stay One Stray offers a low-threat forum where students can exchange ideas and build social skill such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor.

N. Procedures of Holding Three Stay One Stray (TSOS)

According to Spencer Kagan (1992), there are some procedures to apply Three Stay One Stray strategy. Below are the procedures:

1) Students learn together in small groups which consist of 4 members in group.

2) After learning, one of group members will be selected to leave his group and go to other groups on a certain time to report out the result of this group.

3) Three members who stay in their group share their work and give information to their guess (one student who come).

4) If finish, one student who visits other group comes back to his group.

5) Each original group compares and discusses what he has got from other group.

6) Teacher and students discuss their works.

O. The Adventage of Three Stay One Stray (TSOS)

There are a number of advantages of using TSOS Strategy. It is used to avoid the students' boredom caused information of permanent group and provide an opportunity for students to interact with other group. In addition, by having the social interaction with another friend, the new ideas come followed by the development of students' intellectual (Kagan, 1992 in Yusril, 2009). That is the students can share information not only with their own group but also with the other group.

According to Millis (2011, p.11), Three Stay One Stray offers a low-threat forum where students can exchange ideas and build social skill such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor.

Ibrahim, et al. (2000, p. 32) say that structural approach to cooperative learning type Three Stay One Stary is designed to influence students' interaction patterns which involve students in reviewing material and test understanding of the content.

P. Relevant Research

The reseach can be accepted and continued because it is relevant to several researches that have conducted by the previous researchers. According to Syafi'i (2015), relevant research is required to observe some previous researches are conducted by other researchers in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researches.

There are some relevant researches which have relevancy to this research.

1. The research was conducted by Sinur Vera Afriana entitled "Using Three Stay One Stray Startegy to Increase the ability of the First Year SMA Nurul Falah Students in Comprhending Narrative Text". This study was a kind of classroom action research. She found that there was a significant effect of using TSOS startegy on students' reading comprehension of narrative text. The students who were taught using TSOS strategy had higher score than the students taught without TSOS strategy at the SMA Nurul Falah Pekanbaru. The mean score of the students who were taught by using TSOS strategy was 71.4 and the mean score of the students who were taught without using TSOS straegy was 63.2. The result showed that Three Stay One Stray Strategy could increase the students' ability in comprehending narrative text. In addition to this study, it proved some factors such as

students' activeness, vocabulary mastery, motivation and teacher's explanation that caused the students' improvement.

2. The Research was carried out by Robbi Dian Hasanah in 2016 entitled " The Effect of Three stay One Stary Strategy Towards Reading Comprehension Of Narrative Text of The Eight Grade Students at SMPN 35 Pekanbaru" . She found the sinificant effect of using TSOS strategy on students' reading comprehension of narrative text at SMPN 35 Pekanbaru. The design used in her research was pre-Experimental research. There was significant effect of using TSOS strategy on students' reading comprehension of narrative text at SMPN 35 Pekanbaru. The mean score of the students who were taught by using TSOS strategy was 82.12.and the mean score of the students who were taught without using TSOS strategy was 51.62. The conclusion of her research was the application of TSOS Strategy in teaching reading made the students' motivated, interested in reading comprehension because they understood what they were doing, right or not from the action that they made.

The previous study above explained that there was a significant effect of using TSOS strategy on students' reading comprehension of narrative text. In this research, the researcher also examined the effect of using TSOS strategy on students' reading comprehension of narrative text. The differences between this research and the previous research conducted by Sinur Vera Afriana and Robbi Dian Hasanah is

the methodology of the research. On the other hand, in this research, The researcher used quasi-experimental research.

Q. Operational Concept

The operational concept is the concept to give explanation about theoritical framework in order to avoid misunderstanding in this research. Syafi'i (2015) said that operational concept is derived related theoritical concept on all of the variables that should be practically and empirically operated in an academic writing of research paper.

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is an experimental research in which focuses on using Three Stay one Stray Strategy for Students' Reading Comprehension of Narrative Text at the Second Year of Mts Darul Hikmah Pekanbaru. Therefore, in analyzing the problems in this research, there are two variables that we used, they are variable x and variable y. TSOS (three stay one stary strategy) is as variable X that gives the effect to students' reading comprehension as variable Y. The indicators compared are about students' reading comprehension before and after being taught by using TSOS Strategy. The indicators as follow follow:

Variable X: TSOS Startegy

1) Teacher asks students to learn together in small groups which consist of 4 members in group.

2) Teacher chooses one of group members that will be selected to leave his group and go to other groups on a certain time to report out the result of this group.

3) Teacher asks three members who stay in their group share their work and give information to their guess (one student who comes).

4) Teacher asks one student who visits other group comes back to his group.

5) Teacher asks original group to compare and discusse what he has got from other group.

Variable Y : Students' Reading Comprehension

(1) Sudents are able to identify the topic of the narrative text.

(2) Students are able to identify the main idea of the narrative text.

(3) Students are able to identify social function of the narrative text.

(4) Students are able to identify social message of the narrative text.

(5) Sudents are able to identify generic structure of the narrative text.

R. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the better of using TSOS Strategy in teaching English especially in reading comprehension is the

better achievment in reading comprehension of the second year students at MTs Darul hikmah Pekanbaru.

2. **Hyphothesis**

    a. H_0 : There is no significant effect of using TSOS strategy on students' reading comprehension of narrative text at the second year of MTs Darul Hikmah Pekanbaru.

    b. H_a : There is a significant effect of using TSOS strategy on students' reading comprehension of narrative text at the second year of MTs Darul Hikmah Pekanbaru.