CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading comprehension involves much more than reader's response to the text (Klingner et al, 2007, P. 2). In other words, reading 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 variables related to the text itself (interest in text, understanding of text types).

Meanwhile, Syahputra I (2014, P. 88) said that in reading comprehension the reader interacts with the message encoded in text to generate an understanding of the author's message. It means comprehension is a capacity to grasp meaning in a text and also researcher's idea.

Snow (2002, P. 11) said reading comprehension is the process of stimultaneously extracting and constructing meaning through interaction and involvement with written language. She also stated that comprehension entails three elements, as follows:

1) The reader who is doing the comprehending

   To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (such us attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interesting in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2) The text that is to be comprehended

   The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activites in which the reader is engaged.

3) The activity in which comprehension is a part

   Reading activity has two functions that are to lead an increase in the knowledge a reader has and finding out how to do something. A reading activity involves one or more purposes, some operations to process the text at hand, and the consquences of performing the activity. During reading, the reader processess the text with regard to the purpose. Processing the text involves, beyond decoding, higher level linguistic and semantic processing and monitoring.

Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind. What we call deep reading has the potential to change the way we think and learn (Dorn and Soffos, 2005, P. 14)

Regarding the definition of reading comprehension above, the researcher concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what the text talks about. So, good comprehenders have learned that they have control of the reading process. They actively construct meaning as they read, and they also direct their own comprehending by using basic strategies and by monitoring their own understanding.

2. Types of Reading

Reading is one of the language skills that must be mastered by everyone especially for the students who learn English language. Therefore, to ease the students to master the reading skill, they have to know the types of reading. According to Patel and Jain (2008, P. 117-123), four types of reading are Intensive, extensive, aloud, and silent reading:

1) Intensive reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis and the

goal of this reading is to read shorter text. Learner reads book to acquire knowledge, that is the kind of intensive reding.

2) Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading.

3) Aloud reading

Reading aloud also plays inportant role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

According to Brown, (2003, P. 189), four types of reading performance are: 1). Perceptive, reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols; 2). Selective, in order to certain one's reading recognition of lexical, grammar, or discourse features of language within a very short stretch of language; 3).

Interactive, including among interactive reading types are stretch of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text; 4). Extensive, extensive reading applies to text of more than a page, up to and including profesional articles, essays, technical reports, short stories, and books.

Regarding ideas above, the reader should know types of reading because by knowing them the reader will know the purpose of reading rext.

3. The Principles of Teaching Reading Comprehension

Reading comprehension refers to reading for meaning, and understanding. Yet, not all students can understand the text by their own selves. Therefore, students need a teacher to help them in uderstanding the text. Teacher must provide explanation, modelling, guided practiced, and application of any new skill or strategy and teach students to use these comprehension strategies flexiby and in combination with one another. Dorn and Soffos (2005, P. 14) said that in teaching reading comprehension, as a teacher has twofold challange. First, is to understand the complexity of the reading process. Second is to apply the knowledge to a teacher works with students.

Regarding the ideas above, Mclntyr, et al (2011, P. 117) stated there some principles for teaching comprehension that the teacher should consider, as follows:

1. Teacher begins comprehension instruction in the earliest graders, even before children have moved into conventional reading.

2. Teacher considers the reader, the activity, and the text when planning instruction.

3. Teacher teaches comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.

4. Teacher helps learners understand when and why particular comprehension strategies are useful.

5. Teacher uses a range of text genres.

6. Teacher uses good books in which kids are interested.

7. Teacher conducts deep conversations about the meaning of texts.

8. Whenever possible, teacher employs paired or group learning.

9. Teacher plans for plenty of practice opportunities, especially in authentic contexts with real texts.

10. Teacher gives lots of feedback.

11. Teacher designs instruction that provides just enough scaffolding for students to be able to participate in tasks that are currently beyond their reach; that is, teaching within their ZPD (Zone of Proximal Development).

   As a teacher who wants to teach reading comprehension should consider the principles mentioned above especially for the language

teachers. Those principles will help the teachers how to teach reading and also ease students in comprehending the text read.

Meanwhile, Patel and Jain (2008, P. 121-123) stated what the teacher can do for better and effective teaching: first, the material which teacher presents before students should be according to previous knowledge of the students or related to their own experience; second, the teacher should emphasize on the stress of learners; third, the teacher should be very careful while process of reading is in progress. If any mistake is commited by learners, he should correct it. Correction should be friendly and productive; fourth, the teacher should care about all readers. He should also draw his attention toward weak readers; fifth, while teacher presents model reading, this model reading should be according to the level of readers so that readers could understand it very well and pronounce very well.

Regarding the ideas above, the researcher can conclude that to be able to properly comprehend what is being read, students are often required to make connections with what is being read to their own lifes and experiences. If a student does not have many experiences or come from a background that is very different from what is being read in the story, understanding is going to be a very difficult task. This component of reading comprehension is often called activating prior knowledge. Some students simply do not have this prior knowledge. Some students do have this knowledge but they lack the skills needed to activate it.

4. Narrative Text

a. Definition of Narrative Text

According to Anderson-Anderson (2002, P. 3), the narrative text type tells a story, in doing so, entertains the audience, makes the audience think about an issue, teaches them a lesson, or excite their emotions. In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.

b. Purposes of Narrative Text

According to Dalgleish (1999, P. 4), a narrative aims to show a place where anything can happen to a character, usually unexpected, through the use of imagined or real-life experiences. Narratives both inform and entertain the reader by explaining ways of resolving issues that are meaningful to their particular culture. They encourage the listener/reader to respond to the text and to extend their own imagination and creativity.

c. Types of Narrative text

In line with Dalgleish's statement (1999) that Narrative is divided into two:

1) Traditional narrative; such as fable, legends, myths and tales.

2) Modern narrative; such as science fiction, cartoon, hero and many things.

d. **Generic Structure of Narrative Text**

Dalgleish (1999) also states that the generic structure of Narrative is:

1) Orientation. It tells about the setting in time and place, and characters. It means the reader are introduced to the main characters and possibly some minor characters.

2) Complication. This part tells about problems to be solved by characters.

3) Resolution. It describes the solution to the complication and gives an ending to the story.

4) Re-orientation/Coda. This part is the moral value of the story or implied point.

e. **Language feature used in Narrative text.**

Sudarwati and Grace (2007, P. 154) said the language features of narrative text are mentioned as in the following:

1) The use of noun phrases, like a beautiful princess, a huge temple, etc.

2) The use of connectives, like first, before, that, then, finally, etc.

3) The use of adverbial phrases of time and place such as the garden, two days ago, etc.

4) The use of the simple past tense.

5) The use of action verb.

6) The use of thinking verbs, feeling verbs, and verbs of senses.

5. Power Notes Strategy

In the thesis of Rubi Rizika (2014), the researcher finds that Power Notes is a cognitive strategy used to record essential information while denoting its level of importance. Students who use Power Notes will be differentiating between levels of importance by designating a Power level to each information bit recorded in their Power Notes. This technique provides students a systematic way to look for relationship within material they are reading. Power Notes helps visually display the difference between main ideas and supportive information in outline form. Main ideas or categories are assigned a power 1 rating. Details and examples are assigned power 2s, 3s. or 4s.

The systematic approach of Power Notes visually displays the differences between main ideas and supporting details in outline form, and are an easy to follow activity for categorizing information.

a. Purpose

To assist students in organizing information while differentiating between hierarchies of importance.

b. Benefit of Power Notes Strategy

In Rubi (2014), Power Notes strategy offers an easy way to follow activity for categorizing information. This procedure helps students prioritize information and separate main ideas from supporting details. Power Notes gives students an opportunity to organize ideas and evaluate their reading. Power Notes can be

integrated into a number of activities to help students perceive how information is related. Note: Power Notes is similar to outlining but is much simpler for students because key features are assigned numbers and it is not necessary that two be the same in order to create an entry.

c. **Use the strategy** (Buehl, 2009)

1. Start by modeling Power Notes using categories that are familiar for the students. Point out how the powers relate to one another.

2. Provide the students with practice in using power notes to categorize information and relationship found in factual material.

3. To help students organize their reading have them use the simple 1- 2-2-2 outline to construct a well organized paragraph.

   Power Notes is listed using the following format:

   Power 1 = Main Idea of the information.

   Power 2 = Supportive information for Power 1 above.

   Power 3 = Supportive information for Power 2 above.

   Power 4 = Supportive information for Power 3 above.

   Example using Power Notes strategy:

   There are many different types of (P1)<u>animals</u> on this earth with us. Dogs, so called "Man's Best Friend," and cats, are only two domestic animals found in homes today.
   Of the (P2)<u>dogs</u> of the USA, two favorite breeds are the (P3)<u>Collie</u> and the (P3)<u>German Shepherd</u>. These two breeds of dog are found all over the country.
   (P2)<u>Cats</u> are also popular in many households. Two of the most popular breeds of cat are the (P3)<u>Siamese</u> and the (P3)<u>Calico</u>.

The following is the power outline of the information above and can be utilized for study.

- Power 1 Animals
  - o Power 2 Dog
    - Power 3 Collie
    - Power 3 German Shepherd
  - o Power 2 Cat
    - Power 3 Siamese
    - Power 3 Calico

6. **More Specific About Power Notes Strategy**

According to Duchnowski (2005, P. 46), Power Notes is a learning strategy that helps students differentiate between main ideas and details. Power notes begins with listing the main idea, as Power 1, and the supporting details with Powers 2,3, and 4. It concludes when the power can no longer be supported by previous power.

The Power Notes strategy targets the students' ability to understand main ideas and supporting details by listing the main idea and supporting detail which help students to comprehend the text. According to Buehl (2001, P. 175), Power Notes is beneficial because students become aware of text structure as they read, on the other hand, students learn to read actively and to prioritize main ideas from supportive ideas. In line with the satement of Santa et al.(1996).

Power Notes strategy in this reseach means the strategy used by researcher to know its effect on students' reading comprehension of narrative text at SMAN 12 Pekanbaru.

The Research from Oktaria Martoni in her journal of education and language stated the Power Notes Strategy can be defined by experts as follows:

Preszler (2006, P. 8) stated Power Notes is a writing and reading strategy that teacher and students can efficiently arrange the idea from organizing information from assigned text. Gore (2004, P. 94) said when using Power Notes, students identify the title of the chapter as a Power 1 idea.

Power 2s are usually bold subheading within chapters, the concepts that support the power 1. Power 3s are drawn from the text within each subheading; they are supporting details for the power 2s. This format helps students take comprehensive notes. Buelh (2014, P. 155) also gave the additional that Power Notes involves assigning various components of a text a different power rating, which helps students differentiate more global concepts from specific information.

Main idea or categories are assigned a power rating 1, attributes, details, or examples are assigned power 2, 3 or 4 ratings. The writer concluded that Power Notes Strategy is a strategy to help students decipher main ideas from details in a text. The main idea is always a Power 1, and then the next level of information is a Power 2, and so on. In other words, Power Notes helps students distinguish main ideas from examples and supporting details. These notes also help students organize information for studying and for writing.

Procedures of Power Notes Strategy

Preszler (2006, P. 8) presented Power Notes Strategy such as

1. Teacher should provide students the power 1 category or main idea.

2. Students should begin by reading the assigned text keeping in mind the power 1 category.

3. Students should then categorize information and record examples of the chosen category or the topic as power 2's.

4. Students can further elaborate each point and expand their writing and writing by adding power 3 and power 4 details.

5. Students can discuss their completed Power Notes with the class for review.

6. Power Notes can then be revised to expand learning.

On the other hand, Buelh (2014, P. 155) mentioned the procedural step of using Power Notes as follows:

a. Start by modeling Power Notes using categories that are familiar for the students. Point out how the powers relate to one another.

b. Provide the students with practice in using Power Notes to categorize information and relationship found in factual material.

c. To help students organize their writing and reading have them use the simple 12-2-2 outline to construct a well organized paragraph.

In addition, Gore (2004, P. 94) explained the step as :

Firstly, allowed the students to work with their partner. *Secondly*, the teacher places the students heterogeneous pairs, each student with disabilities paired with a strong student. *Finally*, some students have told us that taking Power Notes is like puzzle, they enjoy finding where the piece of information fit.

Rosi V S stated in her reseach educational journal about Power Notes Stategy for reading and writing, she suggested much for the students and teachers to apply this strategy. Her research showed good outcome.

There are some experts that explain about the Power Notes strategy. According to Gore (2004, P. 94), Power Notes is explicit and structured and is an effective inclusionary practice because they provide a structure. Therefore, organization is provided by the nature of the strategy, frustration is avoided when organization is provided, motivation is increased when students view the task as a puzzle in which they are searching for missing pieces. So,this strategy can apply for the students that are looking for on background knowledge. It will express some writing well based on their ideas and they arrange the word clearly.

According to Buehl (2010, P. 52), procedure of Power Notes strategy in teaching writing has three steps such as: First, The teacher begins instruction by providing the following basic outline model for students: Power 1. Main idea, Power 2. Details or support of power 1, Power 3. Details or support of power 2. Second, Students illustrate specific examples of power notes by choosing categories students recognize, indicate how the power relates to each other. Third, Students practice to use Power Notes to categorize information and explore relationships in a unit of study. To do this, you can write the terms on index cards and let students organize the cards to create an outline according to powers and relationships.

The research from MHS Literacy book journal which a set of practical strategy of learning stated the same points about Power Notes Strategy.

Buehl (P. 125, Project CRISS) directly stated :

"This is a simple way to teach outlining to the students by pulling out the main ideas and details. Students assign "power ratings" to the main ideas/categories (PR 1) and attributes, details, and examples (PR 2,3, 4)."

He again told more detail about Power Notes Strategy. In this term he told different way of using Power Notes Strategy, namely :

a. Model outlining using a category familiar to students like Fruit (Power 1), Types (Power 2), Specific Names of each Fruit (Power 3), Characteristics of that Fruit (Power 4)

b. Have students practice outlining using notecards to organize terms from a unit of student into Powers 1, 2, 3, etc.

c. Students are grouped together and sort the notecards into different powers and corresponding relationships.

d. To carry this over into their writing and reading, have the students use a simple 1-2-2-2 outline to construct their paragraph and then add power 3 and 4 details when they understand level 1 and 2.

B. Relevant Reseach

Syafi'i (2014, P. 102) stated that relevant research is required to observe some previous researches conducted by the other researchers in

which they are relevant to our research. In this reseach, there are three researches found by the researcher that are relevant. They are:

1. Rubi Rizika Putra. The title of his research is "The Effect of Using Power Notes Strategy on the Writing Ability Procedure Text of the Eleventh Grade Students of Social Science at State Senior High School 1 (SMAN 1) Bangkinang Seberang". His research was an experimental research in type of quasi-experiment. The population was all of the elevent grade students of SMA N 1. The total number of population was 102 students. He used cluster random sampling by taking two classes only, in which IPS XI. 3 consisted of 25 students as experimental group, and IPS XI. 1 consisted of 25 students . His research concluded that the students' writing ability of the elevent Grade at SMA N 1 taught by using Power Notes strategy contributed students' writing ability better than the students taught by using conventional strategy. The simiralities of this research and the researcher's research is using Power Notes strategy as the strategy used. The difference of both researches is for the skill. Rubi's research was used for writing skill and researcher's research is used for reading skill.

2. Rodhiatul Abadiah carried out a research about "The Effect of Using Selective Underlining Strategy toward Students' Reading Comprehension in NarrativeText of the Second year students at SMAN 1 Kampar Kiri Hulu". This research was conducted by using a quasi experiment. The population of this research was grade XI IPA, the second semester students of SMAN 1 Kampar Kiri Hulu were 61 students. She adopted

Independent sample T-test formula by using SPSS. Her research concluded that there was a significant effect of using selective underlining strategy. The similarities of her research to present research is both of them are two strategies developed through Project CRISS(1996) to understand text structure by giving mark underlining to the key point of the text and also both strategies used for reading comprehension of narrative text. The difference of both strategies are the way to use. Rodhiatul's research was the use of underlining in the key point of text but researcher's research not only gives underlining but also gives marking such as P1, P2 and so on.

3. The research was conducted by Carol M. Santa PHd entitled PROJECT CRISS®: EVIDENCE OF EFFECTIVENESS BY CAROL M. SANTA, PH.D.JANUARY 2004. This research was an experimental research conducted in several Utah school districts during the 2001-2002 and the 2002-2003 academic years. An Analysis of Variance (ANOVA) was running with "Test" (items recalled) as the dependent variable and "Group"(experimental versus control) and "Trial" (pre-test and post-test) as independent variables. The data for each study were submitted to a 2 (Group) x 2 (Trial) ANOVA with repeated measures on the Test factor. Students in the experimental groups, regardless of grade level or subject, consistently demonstrated more improvement in learning from text than did control students. In that reseach, it was reported that Power Notes were mostly used to organize the material of reading easily.

C. The Operational Concept

The operational concept is the concept to give explanation about theoritical framework in order to avoid misunderstanding and misinterpretation in the research. There are two variables used in this research, they are variable X and variable Y. Power Notes strategy is as variable X that gives the effects on students' reading comprehension as variable Y. The indicators compared are about students' reading comprehension before and after being taught by using Power Notes strategy. The indicators are as follows:

1. Variable X (Power Notes)

Variable X is the procedure of Power Notes strategy. In conducting the research, the researcher is as teacher who is implementing Power Notes strategy to the students. The procedures are as follows: Buelh (2009:155):

1. Start by modeling Power Notes using categories that are familiar for the students. Point out how the powers relate to one another.

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2. Variable Y (Reading Comprehension)

The researcher determines the indicators of students' reading comprehension of narrative text based on syllabus and Brown (2003, P. 206) as follows:

a. Students are able to identify generic structure.

b. Students are able to identify main idea.

c. Students are able to find detail information.

d. Students are able to make inference from reading text.

e. Students are able to find the meaning of vocabulary in context.

D. **Assumption and Hypothesis**

1. **The Assumption**

Before starting the hypothesis, the researcher would like to offer the assumption, using Power Notes strategy can improve students' reading comprehension of narrative text at SMAN 12 Pekanbaru.

2. **The Hypothesis**

a. Ha: there is a significant effect of Power Notes Strategy (variable X) on students' reading comprehension (Variable Y) of narrative text at SMAN 12 Pekanbaru.

b. Ho: there is no significant effect of Power Notes Staregy (variable X) on students' reading comprehension (variable Y) of narrative at SMAN 12 Pekanbaru.