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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

According to Page and Pinnel (1973), reading is as a part of language use that deals with the use of printed language, it means that is how people acquire information in written form. Harris and Sipay (1980) define that Reading is the meaningful interpretation of printed or verbal symbols. It means that reader should recognize symbols that are printed in the text in order to get meaningful interpretation while they are reading.

Grabe and Fredericka (2002) define reading as the ability to describe meaning from the printed page and present this information appropriately. The students can have the meaning from what the students have read based on the books, magazines and newspapers.

According to Scott Thornbury (2006:190) reading means to have contact between the reader and writer. While reading, the reader is trying to understand what the author tries in the text. Kathleen Graves (2000:48) believe that predicting, interpreting, and understanding the text are the processes of reading that include sub skill. In line with that, Scott (2006:190) also concludes that reading is an active and even interactive process. It is an active work and influence in improving the knowledge of the writer to the reader.



In conclusion, reading is a very important skill that we have to learn. Reading is one of the language skills that will give a great value because the readers find the useful information. It can be said that reading is a common way to get information and knowledge from written form, people will obtain the ideas that they want and will be able to use them in accordance with their needs.

2. The Nature of Reading Comprehension

According to Hennen (2009:44) Reading comprehension is making relevant connections about the text to make meaning of their reading. They have to think about what they are reading. This enables them to make higher-level connections and have a deeper understanding of the text. However, getting the meaning of the author's intended meaning, the reader needs to have prior knowledge and skill.

It means that interaction will make the reader understand what the writer talks about or the writer messages. Transkerley (1952:108) says that the reader filters new information against their own background store house of information and life experiences and identify and shift relevant from non relevant information. Effective readers monitor when the text is not understood or is not making sense and repairs faulty comprehension whenever it occurs.

According to Reinky and Scheiner in Kustaryo (1988) reading comprehension is an active process of thinking, depending not only on comprehension skills but also on reader's experience and background knowledge. Here in order to get the meaning from the text, the students

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have to involve their background knowledge to build the meaning of the text because the text itself does not carry meaning without contribution from the students' background knowledge.

According to Grabe (2009: 15) reading is a central comprehension of thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is supported by Kalayo who said that reading is letters, words, sentences, and paragraph that encode meaning. There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998:331)state that there are five components that may help to read carefully.

a. Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

b. Finding main idea

According to Elizabeth Chealse (2001:16) the main ideaof is the overall fact, feeling, or idea the author wants to convey *about* the subject. Main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. Main ideas are often stated in

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topic sentences. In longer texts, each paragraph has a main idea (though it may not be explicitly stated), and each main idea works to support the overall main idea of the passage. In other words, the main idea provides the reader with different clues. The most of the common place of main idea and the clues that each offers the reader about paragraph development and organization are discussed. Sometimes, the main idea of the paragraph that we can find are in the first sentence, last sentence, middle sentence, or in the first and last sentence.

c. Identifying the topic

According to Katheleen (1992:168) a paragraph can be defined as a group of related ideas. The sentence relate to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

d. Finding the meaning of vocabulary

According to According to Katheleen (1992:324) your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly

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equivalent meaning when it has it or nearly the same meaning as another word.

e. Identifying reference

Reference is the relationship which holds between word and things: words refer things. This references can help the reader understand the reading.

f. Making inferences

According to According to Katheleen (1992:378) Inference is a logical connection that you draw between what you observe or know and what you do not know. Inferences are reasonable guesses made on basis of available information.

In short, reading comprehension is the ability to read the text and process understand the meaning of the text. Students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

3. Teaching Reading

The goal of teaching reading is to make the readers able to get the ideas, the information and able to comprehend the text that they read. It means if the reader reads the text, they will able to get the information from the text and they able to synthesize and evaluate the information that they get from the text. Klinger (2007:5) stated that there are some instructional components that contribute the most to improved effect sizes in reading comprehension include:

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- a. Teacher and students questioning
- b. Interactive dialogue between teachers and students and students and students
- c. Controlling task difficulty and scaffolding instruction
- d. Elaboration the steps or strategies and modeling the teacher
- e. Small group instruction
- f. Use of the cues to help students remember to use and apply what they learn.

According to Idham and Zelly (2014:97) say“teaching reading basically aims”:

- a. Development of reading skills, study skills, comprehension skills
- b. Introduction (or practice) of an important/new genre, e.g. poem, flowchart, etc.
- c. Creation of a new interest or chasing in on current interest so that pupils will read more
- d. The ironing out of old (bad) habits, e.g. word by word reading
- e. The development of flexible reading strategy.

4. Assessing Reading

Assessing Reading is not as hard as a productive skill like speaking and writing because in listening, the teachers can assess the students' reading comprehension by using multiple choice, short answer, fill in the blank, and so on to know their ability.

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Brown (2003: 189) divides the listening performance into 4 types, and the classifies of way to assess students' reading performance, each of which composes a category within which to consider assessment tasks and procedures base on this type. There are:

1. Perceptive: Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
2. Selective: This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, multiple choice and etc.
3. Interactive: Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.
4. Extensive: Applying texts of more than a page, up to and including professional articles, essay, short stories and etc.

Then the writer assessed the students' reading comprehension in aspect of identifying specific information by using multiple choice questions test.

5. School Based Curriculum

Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as guidance for the



implementations of learning activities in order to achieve specific educational objectives (BNSP, 2006).

Junior High School Al Ihsan Boarding School is one of the formal education institutions in Kampar that is applying School- Based Curriculum as its guidance in teaching and learning process. School Based Curriculum is operational curriculum developed and implemented in each educational unit. School Based Curriculum consists of education level curriculum, educational calendar and syllabus (BNSP, 2006).

As stated in Syllabus that is used at Junior High School Al Ihsan Boarding School, the standard competency of seventh grade students are understanding the terms of written text and short essay in descriptive and procedure. Then, the basic competency in syllabus for reading comprehension is to respond the terms in written text. Therefore, the learning objectives of English at Junior High School Al Ihsan Boarding School are identifying information, responding information, and reading aloud in text functional.

6. Preview-Predict-Confirm Strategy

Preview-Predict-Confirm (PPC) strategy is the strategy that is applied in pre reading activity where students preview and make prediction about what the text will talked about. The students can give prediction about the text, then, all of the prediction will be confirmed after discussing the predicting words. Yopp and Yopp (2001) introduce *PPC* strategy as the activity that elicits vocabulary related to the book and text,

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activates and build the students' background knowledge, encourages activate engagement through prediction, and provides a window on the thinking strategies of peers. Soon this strategy can help the students to guess the content of the text that they are going to read. They also add that *PPC* provides the teachers with an opportunity to assess the students' comprehending. Moreover, it can determine the match between the language content of the text and the language and background knowledge of the students.

This strategy is used to activate the students' background knowledge, predict and conclude or summarize about the topic by asking them about what they have already viewed, what they want to know, and what they have learned about the topic. There are three activities that can be implemented in *PPC* at pre reading stage to build the students' background knowledge, in order to make the students understand the text lately.

1. Previewing activity

In previewing activity, the teacher shows pictures from an informational text, or supplementary pictures/visuals that relate to the reading, to the students. According to Tsai (2005), showing photos or pictures that are related to the content of the text will have a same function as a video. It means that pictures can be related to the content of the text. Sometimes the teacher helps the students to get the meaning of the sentence by showing the picture first.



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According to Chia in Adijeh (2001), the aim of previewing is to help readers predict or make some educated guesses about what is in the text and thus activate effective top-down processing for reading comprehension. Several stimulations in a text, such as the title, photographs, illustrations, or subtitles are usually connected to the author's ideas and content closely. So, based on any of them, students can make predictions about the content of the text. To make more specific predictions, however, students obviously need more guidance.

At preview activity the students can look at titles, headings, and pictures, and read the first few paragraphs and the last paragraph; these activities can then help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading in earnest.

It is supported by Quitman and Wayne (2009), there are three things that the students do in previewing activity; 1) predict what topic and it's development are likely to be about, 2) make sure that the students know about the topic and 3) do the prediction about the reading material that already know.

The teacher can ask students to preview the text in some steps; there are title, heading, each paragraph and each sentence of paragraph. For example, when the teacher wants to teach about the descriptive text about the animal, before asking the students to read the text, the teacher can shows to the students the pictures that are related to the

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animal. At the pre reading stage, teacher can activate the students' background knowledge by showing the pictures with the text. The students may review the title, heading and each paragraph from the text.

2. Predicting activity

Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions. According to Yopp and Yopp (2001), the teacher asks the class for several word predictions and reasons for those predictions. The students work in groups to record the above predictions and additional predictions on blank cards. Each group sorts its words into meaningful categories and labels each category. Category labels are shared with the entire class. Each group selects from among its cards a word that the group members think every other group will have, a word the members think no other group will have, and a word the members find interesting. These words are written on sentence strips, and a representative from each group shares the three words. The teacher leads a discussion about the words that have been shared, including their possible context in the book or text.

According to Wood (2004) in order to make predictions about a text, students must have prior knowledge or experiences about the topic for a reason to get this information and knowledge. Here, getting

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students to make predictions about a text is more than just giving the students direct questions to "guess what will happen in this story, or what words will you find on the first paragraph?" It is necessary to ensure adequate predictions to motivate students to read the text to follow.

3. Confirming activity

Confirmation activity involves the students' discussion about what they have predicted before. According to Yopp and Yopp (2001) the students can enter the confirmation activity when they can compare the author's selection and use of words with their own. The students can find the answer of what are the predicting questions they got. The students can discuss the answers in groups.

From the explanation above, it can be concluded that preview-predict-confirm (*PPC*) strategy plays an important role in teaching reading comprehension. By using *PPC* in pre-reading will make the students more understand about the text that they are being read and also help the students to get some information from the text.

B. Relevant Research

According to Syafi'i (2013:94) "relevant research is required observe some precious researches conducted by other researchers in which they are relevant to our research". This research is relevant with the other researches.

Dian Kurniawan in 2011 conducted a research entitled "The Effect of Using Porpe Method toward Reading Comprehension of the Second Year



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Students at SMPN 1 Bantan, Bengkalis Regency. He found the significant effect of Using Porpe Method toward Reading Comprehension of the Second Year Students at SMPN 1 Bantan, Bengkalis Regency. He concluded that the second hypothesis is accepted. Furthermore, there was a significant effect of using Porpe Method toward Reading Comprehension of the Second Year Students at SMPN 1 Bantan, Bengkalis Regency.

Martono.Z in 2011, in his research he focused on learning English by using Reciprocal Teaching to improve students' reading comprehension at grade VIII of Mts TI Ranah, Air Tiris. He found that there was a significant effect of using Reciprocal Teaching to improve students' reading comprehension at grade VIII of Mts TI Ranah, Air Tiris. He said that reciprocal teaching involves small group learning, interactive discussions among students and teachers, modeling of reading strategies of teacher to students.

C. 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 easily to measure. The operational concept is the concept used to clarify the theories used in the research. There are two variables used in this research, there are variable X and variable Y. Using Preview-Predict-Confirm (PPC) Strategy as variable X and Students' Reading Comprehension as variable Y. X is independent variable and Y is dependent variable.

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1. The indicators of variable X (Teaching Procedures):
 - a. The teacher shows pictures from an informational text and give a text to the students.
 - b. The teacher can ask students to preview the text in some steps; there are title, heading, each paragraph and each sentence of paragraph.
 - c. The teacher asks the students to make prediction about the text.
 - d. The teacher asks the students to discuss the prediction.
 - e. The teacher then lead the discussion to do confirmation about what the students have predicted before.
2. The Indicators of reading comprehension in descriptive text (Y) are as follows:
 - a) The students are able to find out the main idea of descriptive text.
 - b) The students are able to find out the generic structure of descriptive text.
 - c) The students are able to find out the purpose of descriptivetext.
 - d) The students are able to find out the information of descriptive text.
 - e) The students are able make reference from thedescriptive text.

D. Assumption and Hypothesis**1. Assumption**

In this research, the writer assumes that students' reading comprehension is various. Teaching reading comprehension by using Preview-Predict-Confirm (PPC) Strategy can influence the students' reading comprehension.

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2. Hypothesis

Based on assumption above, the hypotheses are as follows:

Ho : There is no significant effect of using Preview-Predict-Confirm (PPC) Strategy on students' reading comprehension in descriptive text.

Ha : There is a significant effect of using Preview-Predict-Confirm (PPC) Strategy on students' reading comprehension in descriptive text.