



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers certainly intend to have connection to the material that they read. According to Richard (2002:277), reading for comprehension is the primary purpose. That is also stated by Hasibuan (2007:115) that the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. It means that the comprehension is the crucial purpose of the readers when they read text, book, magazine, etc.

However, the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. According to Israel (2008:21-22), reading comprehension is a complex cognitive process. It is a complex process that is difficult to define, much less teach and assess. Tankersley (2005:108) also stated that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experience. In conclusion, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his

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or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy Klingner (2007:2). Meanwhile, Sharon (2004:98) mentions that reading comprehension includes the following: applying one's knowledge and experiences to the text, setting goals for reading and ensuring that they are aligned with the text, using strategies and skills to construct meaning during and after reading, adapting strategies that match the reader's text and goals, recognizing the author's purpose, distinguishing between facts and opinions, drawing logical conclusions.

According to the experts' ideas above, reading comprehension is a complex process to build meaning from written form and make connection between background or prior knowledge and the new information by using some strategies and interpret it with the reader's need and purpose. In reading comprehension, the readers are encouraged in understanding the written materials so their lexical knowledge is a crucial aspect. Durkin in Tankersley (2005:108) points out that comprehension is drawing meaning from words; it is the "essence of reading". Besides, Rand Corporation in Tankersley (2005:108) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In brief, the interaction between

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the readers and written materials depends on how they can illustrate the meaning of words in reading.

Having many vocabularies, prior knowledge about the reading text and students' thinking hold a big influence on students' comprehension. They need to master it to maximize their ability in comprehending the written information. Dorn and Soffos (2005:14) said that comprehending involves interpreting and syntetizing ideas in ways that influence the reader's mind. A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows:

- a. Generic knowledge : Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.
- b. Text knowledge: Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. Strategic knowledge: Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- d. Reflective knowledge: Reflective knowledge is the mind's ability to think abstractly. It involves thingking beyond the text.

Based on the explanation above it can be concluded that, there is a connection between the reader and the reading material, because the reader will connect their background knowledge and the new information from



the text. Reading comprehension can also be called as a complex cognitive process for every reader.

## 2. Teaching Reading Comprehension

The goal of teaching reading was 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 be able to get the information from the text and they are able to synthesize and evaluate the information that they get from the text. It is an essential part of the reading process.

According to Nunan (2003:74-75), there are 8 principles for teaching reading, namely: first is exploiting the reader's background knowledge. Second one is building a strong vocabulary base. Third, teaching for comprehension. Forth is working on increasing rate. Fifth, teaching reading strategies. Sixth one is encouraging readers to transform strategies into skills. Seventh is building assessment and evaluation into your teaching. And the last is striving for continuous improvement as a reading teacher.

Besides, Martin in Elfi (2014:25) added that readers need to know how to improve their reading comprehension. He suggest that the readers should develop a broad background, know the structure of paragraph, identify the type of reasoning, anticipate and predict, look for the method for organization, create motivation and interest, pay attention to supporting

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clues, highlight, summarize and review, build a good vocabulary, and also use a systematic reading technique.

In other words, a reader needs to focus on many things such kind developing their prior knowledge and prediction, having much vocabulary and using certain reading technique to comprehend the text. In addition, Sadoski (2004:47-53) noted “there are two main goals of teaching reading that balance between the effective domain and cognitive domain”.

### 1. Affective Goals

- a. Developing positive attitudes toward reading. The term attitude, as used here, applies to students’ perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students’ confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a “can do” spirit, rather than avoiding it because it is painful and frustrating.
- b. Developing personal interest and tasted in reading having a positive attitude is not enough. Lifelong reader chooses to persuade their life interest through reading. Having an interest in reading means having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.



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## 2. Cognitive Goals

- a. Developing the use of reading as a tool to solve problem. Reading weighs heavily in the tool belt of working, technological society. It helps as to solve a broad array of personal and social problems in a complex, literate world. Reading also away to deal with everyday problem where printed language is a feasible and requisite solution.
- b. Developing the fundamental competencies that comprise reading is the most basic goal.

In short, teaching reading comprehension is a complex aspect of reading. Then, teaching reading is not an easy job, and not only asking students to read the text, but also guiding them to comprehend the message of the text itself.

## 3. Types of Reading

According to brown (2004:189), there are four types of reading based on reading performance as assessment tasks:

1. *Perceptive*. Perceptive reading task involves attending to the components of large of stretches of discourse: letters, words, punctuation and other graphemic symbols. Bottom-up processing is implied.
2. *Selective*. In this category the typical tasks that are used such as picture-cued tasks, matching, true or false, multiple choices, and so on. Stimuli include sentences, brief paragraphs, and simple charts

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and graphs. A combination of Bottom-up and top-down processing may be used.

3. *Interactive*. Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Top-down processing is typical of such tasks, although some instances of Bottom-up may be necessary.
4. *Extensive*. Extensive reading applies to text more than a page, up to and including professional articles, essays, technical report, short stories and books.

Based on the four categories of reading, selective reading is a category that refers to junior high school students. The suitable tasks for them are giving a picture-cued task, matching, true or false, multiple choices and making brief of paragraphs. According to Badan Nasional Standar Pendidikan or BNSP (2006:123), the literacy levels for junior high school are performative and functional, this literacy is the same as selective reading which teaches the students of junior high school the short paragraph such as narrative, procedure and descriptive after they learn about letters, words, punctuations, and symbols.

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#### 4. Reading Assessment

Klingner (2007:14) stated that reading comprehension assessment has different purposes, they are: to compare students' comprehension levels to those of students in a forming sample, to find out if students have met pre-established criteria for their grade level, to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. In encouraging students' comprehension in reading text, teacher needs to give some relevant questions related to the text to make students understand about the context of it. Therefore, the reading manuals are usually very helpful to the teacher in constructing questions.

The Barrett Taxonomy designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well. Barrett taxonomy (2013) consists of five parts:

##### 1) Literal Comprehension

It focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension is divided into 2 parts:

- a. Recognition : it requires students to locate or identify ideas or information explicitly stated in reading selection.
- b. Recall : it requires students to produce from memory ideas and information explicitly stated in reading selection.

##### 2) Reorganization



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It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.

## 3) Inferensial comprehension

It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

## 4) Evaluation

It requires responses by students which indicate that an evaluative judgment has been made. Students may compare idea presented in the reading selection with external criteria provided by the teacher, other authorities, or written source with internal criteria provided by students' experiences, knowledge or value.

## 5) Appreciation

Involves all the previously cited cognitive dimensions of reading, for it deal with the psychological and aesthetic impact of selection on the reader.

In conclusion, Barrett taxonomy is important to be used by teacher as guidance to make relevant questions to develop students' reading comprehension.

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## 5. The Nature of Narrative Text

The genre of narrating or narrative is one of the most commonly read. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative text or narration can be defined as story writing. According to Savage and Mayer (2005:58), narrative text is a story; it has introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome. In their study, Oshima and Hogue (2007:24) found that narrative text is story writing; when you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize the sentence. In addition, Sudarwati and Grace (2006:154) stated that narrative text is a type of the text functioning to entertain with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution. In other words, narrative text is a story writing which the function is to amuse or to entertain the readers with the events organized in the way the story happened and in time order.

Narratives are an immensely important part of our daily lives. They take the form of stories, and they are to be found in newspaper articles, historical reports, advertisements, soap operas, gossip and conversation. According to Smith (2005:84), narrative is a genre, but it is also an important aspect of our social consciousness and interactions. Langan (2001:195) states that narration is story telling whether we relate a single

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story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. While Richards points out that narrative is the written or the oral account of a real or fiction story. Moreover Barwick (1999:4) also states that narrative relates a realistic, imagined or fictitious story. It can be concluded that narrative is a kind of written or oral account that happened in our daily life that talk about the past and it may be real or just a fiction.

Every genre of text has its own purpose, including narrative. Barrick explained that the purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform. In other words, Kalayo and Anshari (2007:130) also stated that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. In addition, the basic purpose of narrative is to entertain, to gain and hold a readers' interest.

They also state that narrative text has several types which are commonly discussed at Junior High School Level; they are legend, fairy tales, science fiction, myths, and adventure stories. Barwick in Elfi (2014:32) also stated that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction. In addition, narrative can be imaginary, factual, or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure

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stories, fables, myths, legends, historical narratives, ballads, personal experience, and slice of life.

In curriculum of the second year of Junior High School, the narrative text is organized as follows:

- a. Orientation, Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- b. Complication, Tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- c. Resolution, The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- d. Re-orientation, this is closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.

In addition, the language features usually used in narrative text are as follows:

- a. Noun: *travellers, bundle, tree, etc*
- b. Pronouns: *they, their, you, etc.*
- c. Time connective and conjunction: *later, then, a long, long time ago, when, etc.*
- d. Adverbs and adverbial phrases: *angrily, in horror, etc.*
- e. Material processes (action verbs): *arrival ate, etc.*
- f. Verbal process (saying verb): *asked, etc.*

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## 6. The Nature of Predict O Gram Strategy

Theory of the Predict O Gram strategy was proposed at the first time by Camille L. Blachowicz in 1986. This strategy allows readers to make predictions using vocabulary and then check throughout the text. It consists of several learning steps (vocabulary building, predicting and making connection) that can activate their background knowledge and vocabulary so that they can comprehend the text easily.

Frost (2009:155) defined that Predict O Gram is a pre-reading strategy for narrative text that emphasize structure of the story, vocabulary, and the power of predictions. With these elements in mind, students can focus on them as they read. The strategy introduces stories to students in a way that will increase their ability to understand what they will read and build on their capacity to use story elements to increase comprehension.

According to Barr and Jhonson Predict O Gram are used to allow students to go beyond the definition of a word and consider its application in the text. It also encourages students to form predictions based on key words found in the text. This strategy is a building knowledge strategy in which the silent reading of students is guided by the teacher that asks the students to predict and classify the words. And also this strategy gives the students opportunity to make predictions about a story using graphic organizer. It means that this strategy can be implemented by using graphic organizer or creating a chart on the white board to list students' prediction.



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Through Predict O Gram strategy, students are able to use a prediction comprehension strategy. This comprehension strategy is supported by teacher's guidance by using the question to predict what the contents of story itself. According to Blachowicz and Fisher Predict O Gram strategy is used with a charting process that asks the student to organize vocabulary in relationship to the structure selection. The strategy involves students working in pairs or groups to share what they know about the words and to classify them according to their prediction. The teacher sets up as many chart pages as there are groups.

Prediction is fundamental to reading comprehension from transactional nature of reading event and it will interpret the text. In addition, according to Gerald G Duffy, he said that comprehension strategy predicting is based on the thoughtful use of prior knowledge. It means that the strategy provide the students to become active learners trough involving all of them in the learning process.

Predict O Gram strategy engages in active reading, thinking, and places the teacher in role of facilitator. Through this strategy, teacher proposes some comprehension question. The question should encourage students to predict what the upcoming reading will be about, what will happen, or what will be learned from the story.

Predict o gram strategy is designed to support students' reading comprehension by guiding them to the key point in the text and providing opportunities to discuss its meaning with their classmates. From the

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explanation above, it can be seen that predict o gram strategy is an appropriate learning strategy that can be applied in teaching and learning process including in teaching reading.

Predict O Gram Strategy is one of the strategies which are most effective in teaching learning process. It is not only helps students to increase their skill in reading but also help students build the self-knowledge which is they need to grow as thinker and learners. Blachowicz in Reza (2010:3) explains that Predict O Gram strategy is strategy based on the same principles as exclusion brainstorming. Known and unknown words, phrases, places, and dates are combining and used to predict story, plot and character relationships. It means, Predict O Gram focused student's discussion around a narrow selection of word as they anticipate how these words will be included in the story.

Predict O Gram strategy is related to the words prediction. When the students make a prediction using the chosen words to describe what will happen in the text and then make a connection between what is in their mind before and what the reading states about, indirectly they are encouraged to find out the right information from the text. When they are able to connect the information they can comprehend the reading.

According to Frost (2009:155) Predict O Grams help to support students in using critical thinking skills as they read, can be used before reading to anticipate content and build on prior knowledge or they can be



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used after a small-portion of reading, where the list of words will be encountered later on in the reading.

Predict O Gram is a graphic organizer that helps learners to engage with and think about words from a text and helps them to predict the parts of the story where that word belongs. Predict O Grams teach students how to utilize context clues, root words, and word structure to determine the meaning of unfamiliar words when reading fiction.

The Predict O Gram allows students to use learning strategies such as making predictions and self-monitoring comprehension. It also allows teachers to preview vocabulary and find out what students know before they begin a unit or a reading activity. Once students are exposed to the terms they will hear in the story, they can monitor their listening for comprehension. Students also have the opportunity to practice their academic speaking skills by telling their predictions and retelling the story to a partner. A follow-up writing activity where students are asked to write the events of the story or summarize the story, ensures that the activity includes all four language domains: reading terms, writing sentences, speaking to a partner, and listening to the teacher. There are also a lot of opportunities to build in higher order thinking skills, relating the story to the Social Studies and English Language Arts curriculum.

The purposes of Predict O Gram strategy based on Frost (2009:155-156) are: to give organize based on story structure and vocabulary that provide a chance for them to actively making prediction,



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to increase teacher understanding of the importance of story structure, vocabulary and prediction in increasing students comprehension, and also to help teacher identify stories with clearly delineated story elements to support.

Predict O Gram provides students with a structure to match word to pre-determine categories: first, words about where/when the story take place. Second, words about the characters in story. Third, words about the action in the story. Fourth, words about the story's resolution. Fifth, words that describe the problem. And the last, other things

Predict o gram strategy has certain procedure in its implementation on teaching reading a story or narrative text. As one of the important skills in English, of course the teacher should have a good strategy in teaching and learning process, in order to make the students comprehend the materials easily and have good comprehension in reading. Predict o gram strategy is one of the cooperative learning strategies that can be used in teaching reading.

Based on McLaughlin in Reza (2010:4) the procedures of Predict O Gram are as follows:

1. The teacher selects a group of vocabulary words for a selected text and writes them on the board or on a transparency.
2. The teacher asks the students use the word to complete the Predict O Gram chart.



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3. The teacher asks the students also complete the Probable Passages Pre-Reading Stage Chart to predict what the selection will be about.
4. The teacher asks the students to shares their predictions with the class.
5. The teacher asks the students read the text independently.
6. As a group, the teacher asks the students to complete the Probable Passages: Post-reading Stage Chart. The students are now comparing with their previous prediction.

There are three instruments that are used in this strategy, they are Predict O Gram chart, probable passage in pre-reading and probable in post reading:

1. Predict O Gram chart is the instrument that is used for the students before they read the text. The teacher gives some clues about the characters, settings, the problems, and so on. In the chart the students match the words for suitable categories.
2. Probable passage in pre reading. The students in this case are asked to write their prediction about the story, before they read the text, by using the words that teacher gives or available in predict o gram chart.
3. Probable passage in post reading. This instrument is used after read the text, the students are asked to compare their prediction and the story from text. After that, they revise their prediction in this probable passage.


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## B. Relevant research

Syafi'i (2013:103) said "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself". In other words, the researcher has to analyze what the points that focus on, inform the design, finding and conclusion of the previous research, they are:

1. The first relevant research was conducted by Threesje R Souisa and Wenda M Kakerissa (2014) entitled: "Improving Students' Reading Comprehension Through The Application of The Predict O Gram Strategy At XI IPS Class of SMA Xaverius Ambon". Type of this reseach was a classroom action research, the sample consisted of 28 students in one class. This research was conducted in one cycle in six times meetings. A quiz was given at the end of the lesson from the first meeting until the fifth meeting, and the final test was given on sixth meeting. In this research the strategy was applied in peer, group and individual. Based on the data analysis, they concluded that there were 71% of the students that succeeded in increasing the score of reading comprehension, and they indicated that this strategy could build students' prior knowledge, increase vocabulary and could make students' actively involved in reading classroom activity. In this present research, the researcher used same strategy that is Predict O Gram Strategy but the type of this research was a quasi experiment.



2. The second relevant research was conducted by Nosa Reza (2010) entitled: “Teaching Reading In Narrative Text By Using Predict-Ogram Strategy Combined With Jigsaw Strategy At The Eighth Grade of Junior High School”. Type of this reseach was a classroom action research, the sample consisted of 30 students in one class. This test used three variables, they were Predict O Gram, jigsaw strategy and reading narrative text. The researcher used the strategies by using groups. Each group analyzed and predicted the story. She concluded that with combining two strategies could help the students to understand the story and increase new vocabulary. In this present research, the researcher used one strategy that was Predict O Gram Strategy and two variables, and also the type of this research was quasi experiment.

### C. Operational Concept

Operational concept was the concept which is used to avoid misunderstanding and misinterpreting in scientific study. Syafi’i (2013:104) says “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”.

There are two variables used in this research, they are variable X that refers to Predict O Gram Strategy and variable Y that refers to reading comprehension.



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1. The Indicators of Variable X (Predict O Gram Strategy):
  - a. The teacher selects a group of vocabulary words for a selected text and writes them on the board or on a transparency.
  - b. The teacher asks the students use the word to complete the Predict O Gram chart.
  - c. The teacher asks the students also complete the Probable Passages Pre-Reading Stage Chart to predict what the selection will be about.
  - d. The teacher asks everyone shares his/her predictions with the class.
  - e. The teacher asks the students read the text independently.
  - f. As a group, the teacher asks the students complete the Probable Passages: Post-reading Stage Chart. The students are now comparing with their previous prediction.
2. The Indicators of Variable Y ( Students' Reading Comprehension):
  - a. The students' ability to identify the main idea.
  - b. The students' ability to find out detail information containing.
  - c. The students' ability to identify generic structure.
  - d. The students' ability to describe reference in the text.
  - e. The Students' ability to make inferences from the text.

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## D. Assumption and Hypothesis

### 1. Assumption

In this research the researcher assumed that the students' reading comprehension is various and using Predict O Gram strategy in English teaching process is more effective than without using Predict O Gram strategy.

### 2. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

- a. Ho: There was no a significant difference on the students' reading comprehension between taught by using and without using Predict O Gram Strategy on Narrative text at Junior High School 20 Pekanbaru.
- b. Ha: There was a significant difference on the students' reading comprehension between taught by using and without using Predict O Gram Strategy on Narrative text at Junior High School 20 Pekanbaru.