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CHAPTER II

REVIEW OF RELATED THEORY

2.1 The Nature of Reading

Wooley (2011:15) defines that reading comprehension is the process of making meaning from the text. Furthermore, Linse (2005:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. Therefore, in order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

How is the process of reading? Clearly the reader tries to comprehend, in the sense of identifying meanings for individual words and working out relationships between them. Drawing on the reader's implicit knowledge of English grammar (Montgomery, 2007:7). If the reader is unfamiliar with words or idioms, he or she can guess the meaning, using clues presented in the context.

In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine sequential units of meaning into a coherent message (westwood, 2008:157). Naturally, the majority of students who are very weak at word recognition will have serious difficulties with comprehension. But, it is recognized now that some students who develop adequate word reading ability and fluency still have difficulty understanding what they are reading, particularly when faced with the expository style of writing used within many school textbooks.



subsequent rhetorical strategy and information (making use of the linguistic cues that the writer provides), selects information relevant to his reading purpose, matches information with his previous knowledge and experience, evaluates it in the light of that knowledge and then applies this information to new experiences’.

Reading as "a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires a continuous practice, development, and refinement. Hence, we understand that reading is connected to text and reader, and they complement as well as interact with each other.

Haboush (2010:38) claims that reading is not a passive process or a mere decoding of letters and words; rather it must include: visual decoding, mental students read, they should not focus on memorizing patterns and practicing fluency which is a passive view of reading. Harmer (2001:54) states that a reader uses a variety of clues to understand what the writer is implying or suggesting, in that way the reader is able to see beyond the literal meaning of the words. *Schemata* which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends to a large extent on shared schemata.

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According to Chastain (1988:47), reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to activate background and linguistic knowledge to create meaning; and then the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning. Then, the reader should go beyond the printed material to get the writer's intended meaning.

Goodman (1988:11) mentions two views on reading. The first view accepts reading as matching sounds to letters, whereas the second view defines it as a mystery, that "nobody knows how reading works". MacLeish (1968:43) proposes that the readers of all written languages are "getting" sounds from the printed page". He describes a writer as one who encodes meaning to sound. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He describes a reader as one who first decodes from orthography to sound (oral or silent), and later from sound to meaning.

Based on what has been mentioned so far, the researcher concludes that reading is a complex, interactive process that involves features of readers, texts and tasks. In the reading process, the reader is an active participant, constructing meaning from clues found in the printed text. In other words, meaning is not inherent in texts; rather texts have the potential for meaning. Reading is also an individual process that often entails different interpretations for different readers.



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2.3 The Need of Reading

Reading is a basic language skill that any learner needs. In other words, it is one of the most important skills, if not the most, among language skills. It is the barrier between one's being literate and illiterate. Unlike reading, a person who does not hear (not having the listening skill) is not called illiterate unless s/he does not read. (Gu, 2003:6) states that reading enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce their other language skills. Al Yusuf (2011:22) confirms that those who read more, have larger vocabulary, do better on test of grammar and write better. Abu Nejmah (2011:4) affirms that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development. In addition, Abu Shamla (2010: 15) states that reading is the most essential skill needed to acquire knowledge. It develops critical thinking and increases students' ability to concentrate. It also increases pleasure and effectiveness.

Moreover, it helps in all the other subjects and in the personal and professional lives. Likewise, Vacca (2002:23) reports that students need reading skills to analyze and comprehend the plethora of knowledge and facts available through the Internet and other media. Adolescents need to have strong reading skills so they can excel in academics, create meaning in their environment, and productively function in society (Meltzer, 2001). Kaddoumi (1995) also indicated that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development. Mikulecky (1986, p. 1)



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clarifies that Reading helps us learn to think in the new language and build a better vocabulary. In addition, it helps us be more comfortable with written English. It is clear that reading has a very important role in acquiring knowledge, helping one to achieve academic success and build better vocabulary.

2.4 Reading Comprehension

Reading comprehension has multiple definitions and explanations. Reading comprehension is not only a matter of understanding the print on page , but it is the creation of meaning by combining what the print tells with what the reader already possesses as knowledge. Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. To achieve comprehension, it is crucial for the reader to make use of his previous experiences.

Alsalmi (2011: 698) views reading comprehension as an interaction between what the text provides and what the reader brings to it when he reads. Understating in reading is exactly like this. It is not simply a question of getting meaning from what is on the page. When one reads, one supplies a good deal of the meaning to the page. The process is an interactive one, with resultant learning being a combination of your previous ideas with new ones encountered in this text.

According to Pardo, (2004:272-280), reading comprehension is defined as "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text,

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and the stance the reader takes in relationship to the text." Reading comprehension is also defined as "The ability to interact with words and ideas on the page in order to understand what the writer has to say. It involves the meaningful interpretation of written language and it involves an interaction of the reader, the text and the situation in which the text is read, "(Bunner, 2002: 51).

Mayer (2003: 26) referred to reading comprehension as a "technique for improving students' success in extracting useful knowledge from text." Reading comprehension is defined by Badr El Deen (2011: 11) as the ability to communicate a text leading to an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and metacognitive strategies in order to make sense and to get the target message the author wants to convey. Further definition is suggested by Beck & Mckeown (2001), who state Reading comprehension remains the process by which individuals construct meaning from information and from new "schemata" through specific activities including:

- Generating and answering questions that demand higher order thinking about old and new ideas.
- Exploring and making discoveries.
- Summarizing and discussing.
- Relating new understanding to other concepts.
- Applying new ideas and information in basic–problem–solving activities.
- Verbalizing about cognitive processes involved in comprehension.

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While reading comprehension according to Miller (2002:8), he states "it is the ability to understand or to get meaning from any type of written material". In other words, Durkin (1993:3) defines reading comprehension as an intentional thinking during which meaning is constructed through interactions between text and reader. Along the same line, Mahmoud (2001:13) states that reading comprehension is not just understanding words, sentences, or even text, but involves complex integration of the reader prior knowledge, language proficiency and metacognitive strategies.

Snow (2002: 10) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Words extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

- 1 - The reader who is doing the comprehending
- 2- The text that is to be comprehended
- 3- The activity in which comprehension is a part.

Finally, in the researcher's opinion, comprehension is the result of the interaction between the background knowledge of the reader and the text. In other words, comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information. It is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language," (Snow, 2002). Consequently, reading comprehension can be simply defined as the capability to perceive and understand the meanings

communicated by texts , It involves a meaningful interpretation of written language and it involves an interaction of the reader with the text. It is important for the reader here to assign his/her purpose in order to be able to comprehend according to his/her level and interests. Futhermore, the EFL teacher has an essential role in helping students understand reading texts by adopting suitable reading comprehension strategies to motivate the students thinking and develop their mental abilities in order to help in comprehension.

2.5 Kinds of Reading

As reference to the conception of reading comprehension highlighted in the preceding discussion, there are four types of classroom reading performances such as: (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

1. Reading Aloud

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Some activities that the teacher can use in reading aloud like guessing game, pictures, description and missing letters to develop the students' reading comprehension. If one student is reading aloud, the teacher asks for the other students to pay attention to the next part of the text being read rather than listen to their friends. Kenneth (2001:309) states the teacher must first make the distinction between reading aloud and reading for comprehension, since the term reading is often used

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for both. Practice in reading aloud is a preliminary step to both readings for comprehension and writing. Before the students can do either very well, the connection between the sound and its written symbol needs to be firmly established. In addition, Bell (2011:115) explains that reading text aloud serves four purposes for the readers: (1) to analyze the text a literary critic, (2) to grow and to develop as performers, (3) to communicate a message to the audience, (4) to perform an artistic creation. All of these apply to oral reading and should be an extension of the classroom literary and language arts activities in the short story, poetry and children's fiction. In general, oral reading fluency provides one of the best, measures of reading competence including comprehension.

2. Silent Reading

In general assumption about reading is the students to improve their reading comprehension in reading a lot. Studies also have shown that the amount of time spent in reading is related to students' reading comprehension and vocabulary growth; they also develop more positive attitudes toward after silent reading sessions. Students like silent reading because it is quite, which much indication that is the only quiet time in their entire day. Readers respond that since no one watches them as they are not so worried when they make mistakes. Silent reading is the opposite of reading a lot this activity is really intended to improve the students' comprehension. They have to find out what is the content of reading text. The students will use all, their semantics and syntax comprehension to predict the meaning of the whole text.

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3. Intensive Reading

Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structural details for the purpose of understanding literal meaning, implication rhetorical relationship, and the like. Grelet (2011:205) states intensive reading is usually concerned with shorter text for the students, it will be easier to extract specific information shortly, intensive reading is basically and essentially applied for information by doing this activity the students surely hope to find out something new in order to grasp and draw on different lexical clues and structural devices to extract meaning from different text as marked.

Some reading activity, including intensive reading, is certainly an activity with a purpose. The purpose of the reader determines the way in which they treat the reading material and the comprehension skills they need to use. Comprehension is defined as a text of skill, which develops over time as a complex process involving all aspects of a deficiency in any aspect of reading interferes with the comprehension process.

4. Extensive Reading

Extensive reading, the students are reading in quantity, without bothering to check every unknown word structure. The main purpose in helping the classes with extensive reading should be trained the students to read fluently in English for their enjoyment and with no help or guidance from the teacher. Grellet (2011:208) states that extensive reading is a fluent activity involving globing or holistic understanding of much longer reading text. The topic of the text is usually different kind and they badly meet the interest and concern of the readers

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themselves. Extensive reading activities are usually done for one's pleasure or enjoyment.

Extensive reading is carried out to achieve a general understanding of a text. All pleasure readings are extensive. Technical, scientific, and professional reading can also be extensive. The letter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre reading activity, skimmed for the gist, and scanned for some key details extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning. Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activity books for the students.

2.6. Components of Reading

There are two components of reading that are discussed here, they are vocabulary and grammar. Both of them are described as the following.

1. Vocabulary

How to understand the meaning of words, based on the context, is a very important factor in reading comprehension because many words have alternative meanings. This is essential to make sense of the whole text (Smith, 2001 : 119). Vocabulary is one of the important things in language components, in learning English that needs to be having more attention. It is considered as an important aspect because if the students have less knowledge in vocabulary they might not able to express their ideas. So the mastery of vocabulary will help learners in

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English, especially in understanding the content of the text. Fisher et.al (2000:129) states that vocabulary development is a crucial aspect in learning to read. In other words, the numbing of different meanings for these as quoted words, both affect the reading comprehension. The more word we know, the more easily we can recognize words in print. Moreover, read more effectively and efficiently, students in English will need to enlarge their vocabulary. So the student who has difficulty in recognizing words quickly or accurately is likely to be a slow reader. It is also as disadvantages for the learners when they wish to find the answer for a question.

2. Grammar

The students might encounter some difficulties in answering the best test, especially in the form of essay test. Most of the students fail to answer the question because they do not understand how to answer the question with a good grammar, in term of structure. In this case, the aspect of grammar has an important rule as well as vocabulary that we cannot separate in reading comprehension. Harmer (2002:110) writes that besides vocabulary, there are also some other factors that make the reading text difficult. The difficulty may also be the cause of syntactic complexity. The reading material, which is written in a very complex structure, will be difficult for the students to understand, especially for those who have limited knowledge of grammar.

2.7 Assessing Reading Comprehension

The assessment has been usual with the test. Generally, there are two kinds of tests that can be used in measuring the students' comprehension, namely, oral test (it is usually used in test of listening and reading) and written test (usually used for making test of reading and writing). Brown (2004:165) argues that assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Based on this, it can be mentioned that assessment used to determine the quality of students' works.

Elizabeth Pang S et al. (2004:18) defines that there are two forms of reading assessment, they are:

1. To find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners.
2. To measure how much progress has been made.

Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension. Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. Therefore, these terms are called higher order questions.

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2.8 Technique of Teaching Reading Comprehension

The comprehension to understand the reading text depends on familiarity with the type of material involved and the particular purpose of reading. This particular skill will develop with practice of reading. In addition, good result in reading comprehension can be achieved if the reader can choose and apply an appropriate strategy. There are many kinds of strategy in teaching reading. Harmer (2000:69) claims some strategies of reading to be manifested on technique of teaching reading as follows.

The first strategy is identifying the purpose in reading. Efficient reading consists of clearly identifying the purpose in reading something. By doing so, they know what they are looking for and can eliminate potential distracting information. So, in teaching reading in English, the teacher should make sure that the students know their purpose in reading text.

The second strategy is using grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners). At the beginning level of learning English, one of the difficulties that the students encounter in learning to read is making a correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulties in learning English spelling conversations. They need to be given hints and explanation about certain English orthographic rules and peculiarities.

The third strategy is using an efficient, silent reading technique for relatively rapid comprehension (for intermediate and advance level). This strategy will not apply at the beginning level of students because they are still struggling

with the control of limited vocabulary and grammatical patterns. Intermediate to advance level students need to be speed-readers. So, the students have to know a few silent reading rules, like they do not to „pronounce’ each word to them, they should try to visually perceive more than one word at one time, and unless the word is absolutely crucial to global understanding, students should skip over it and try inferring its meaning through its context.

The forth strategy is skimming. Skimming consists of quickly running one’s eyes across a whole text (in essay, article, or chapter for example) to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

The fifth strategy is scanning. Scanning consists of quickly searching for some particular piece of pieces of information in a text, scanning exercises may ask students to look for name or dates, to find a definition of a key concept or list a certain number of supporting details. The purpose is to extract certain specific information without reading through the whole text. Almost every teacher in every classroom uses question as we know by asking questions to the students, the teacher may help students to stimulate their mental activity and whether to attract their attention. And when using this technique, the question should not mainly come from the teacher himself, but the student should be asked to make question related to the passage that being discussed. It is believed by using this technique, the comprehension of the students could improve their reading.

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2.9 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, the 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 respond 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 2006, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. The narrative text deals with a problematic event which leads to a crisis or turning point of some kind to find a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode. Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach a goal or solve a problem.

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A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this following way:

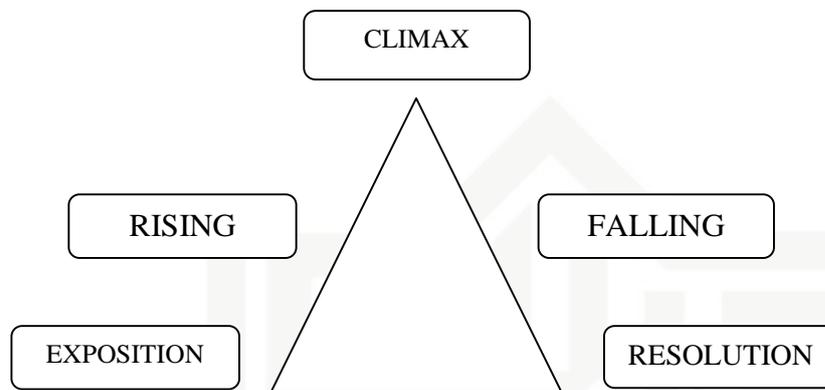


Figure 2.1: Freytag Triangle

- a. That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blueprint or map which can be used to guide us systematically in our writing. The Freytag triangle consists of: (a) the composition, it establishes the characters and the situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Falling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005)
- b. On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This

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complication will involve that main character and often serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

- c. There are language features of narrative text. According Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur, such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Besides that, the reader usually found direct and indirect sentences in narrative text and the writer uses past tense; simple past, past continuous and past perfect tense.
- d. In addition, there are some types of narrative. They are humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

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2.10 Picture Books

According to Culham and Coutu, picture books are defined as the meaningful integration of illustrations, words, and design. Thus, in picture books, illustrations and words usually complement each other and readers often can understand the story by looking at the illustrations, reading the words, or looking at the illustrations and reading the words at the same time (Jalongo, 2004). Mitchell (2002) combined most picture books' features and definitions in her explanation to the meaning of picture books. She stated that:

“Picture books” evokes images of brightly colored, beautifully illustrated books that beg to be read. No matter what our age, most of us still enjoy reading them because of their vibrant pictures, rich and evocative language, and poignant and meaningful themes. Picture books speak to us in the same way photographs do. They touch our emotions, delight our senses, appeal to our whimsy, and bring back memories of our childhood. Picture books invite us to curl up and read them. (p. 71)

Moreover, Lado (2012) added more elements to picture books' definition. These elements included aesthetic (i.e., beautifully and artistically designed), easy-to-read, flexible (i.e., they cover various topics using various styles simple, complicated, rhymed, and wordless), and In El Koumy's (2004) research report, the metacognitive strategy also gets attention of language teachers and researchers throughout the world due to three things, namely thematic materials (i.e., they could be used to teach different pieces of information). Additionally,

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Culham(2001:2) described picture books as that they are “short on pages, but long in meaning”. These elements contributed significantly to the growing incorporation of children’s picture books in different educational classrooms (Hsiu-Chih, 2008; Rule & Atkinson, 1994).

Moreover, using picture books was helpful to assist students to actively engage in the classroom when they learn from them. For example, Ghosn (2002) explored the use of children’s picture books in developing the linguistic abilities of some language learners at primary grade levels. Futhermore, Ghost proposed four factors to explain the rationale of using picture books in language learning classrooms at primary levels. Firstly, picture books provide authentic “natural” language context that stimulates meaningful and motivating space for language learning. Secondly, the illustrations in children’s picture books can facilitate the learning of new words through context. Thirdly, children’s picture books stimulate learners’ communicative and critical thinking skills. Finally, children’s picture books can enhance learners’ attitudes towards learning the language.

Types of Picture Books

Based on the fact that authors of picture books use different styles, illustrations, designs, themes, and wordings when they write picture books, picture books were categorized according to these variations (Bolton, 2003; Huck, Helper, Hickman, & Kiefer, 2001; Silvey, 1995). Therefore, numerous types of picture books were produced that served multiple educational purposes. Hence, the most common types of picture books were alphabet books, counting books,

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wordless picture books, easy-reading picture books, concept books, rhymed books, multicultural picture books, pop-up picture books, informational picture books, fiction picture books, non-fiction picture books, folktales, digital picture books, science picture books, fair trade picture books, song picture books, and postmodern picture books (Bolton & Wait, 2007; Jalongo, 2004; Mitchell, 2002).

Despite their variations, these types of picture books could be used differently to meet the learners' needs and objectives and the systematic selection of picture books could be fundamental to their effective use, particularly to teaching reading comprehension strategy in language learning classrooms.

Teaching process of Picture books involves:

Pre-Teaching

1. Motivate/encourage student's motivation to speculate of the books author & illustrator
2. Ask student to illustrate the story line of the book.
3. Front load the lesson with cues hinting at the intellectual nature of the unit.

Whilst-Teaching

1. The Teacher carries something from the text such as information, instructions, opinion and conclusion.
2. The students response the text during reading activity such as: Talking to the story, physical response and facial expression.
3. The students listen when the teacher interpretes the meaning and the combination of latest that make up the word in the story.



4. The teacher asks the students to participate in the story such as their feelings, conflict of the character of the story.
5. The teacher explains about the generic structure that contains in the story.
6. The teacher explains about the language feature that contains in the story.

Post-teaching

1. The teacher gives some feedbacks to the students
2. The teacher and students conclude the materials.

2.11 DRA Strategy

a. The concept of Directed Reading Activity

Directed Reading Activity (DRA) is a teaching strategy used to guide students as they read text. DRA is one of the oldest and most widely used frameworks for reading instruction. DRA is commonly associated with basal-reading instruction in the elementary grades but can be used with students at all grade levels and with variety of text (Barbara, 2002:133). Then, DRA is designed to assist teachers in providing systematic group-reading instruction, in guiding and engaging students in reading text, and in providing students with direct instruction in word recognition and comprehension (Tierney and Readence, 2000:133). DRA is a three – steps teaching process that involves:

1. Pre-reading activities

In this step, students' prior knowledge of the topic or concept is activated, or background knowledge developed, and vocabulary words are introduced

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2. During-reading activity

There are two ways doing activities in this step. Firstly, students read the text and orally respond questions posed by the teacher. Secondly, the teacher divides the text in three or four sections, students read silently, after reading a section the teacher poses questions orally and engages students in discussion before continuing to the next section.

3. Post-reading activities.

In this step, comprehension check and discussion may be followed by oral rereading, or extension activities that connect the text with writing.

Crawford (2005:42) points out that the directed reading activity is a strategy for directing the students' silent reading with comprehension-level question. The students read with stops, pausing to discuss every few paragraphs. The Directed Reading Activity is a reading strategy designed to assist readers in comprehending text that may be slightly above their reading levels. In MEL Program, (2006-2007:21), adherence to the Directed Reading Activity steps creates successful reading experiences for readers who may not otherwise encounter success, especially in content area material. Betts (1946: 1) says that DRA is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by preteaching important vocabulary, eliciting prior knowledge, teaching students how to use a

specific reading skill, and providing a purpose for reading. In short, directed reading activity is a strategy that is used to make the students comprehend the text by doing activities before, during, and after reading.

Crawford (2005:42) tells the steps in applying directed reading activity strategy in the classroom are as follows:

1. Begin with one or two anticipation activities designed to motivate students and to activate or install needed background knowledge, including new vocabulary: semantic map to gloss (introduce) the term *yacht* and activate background knowledge, and prediction from terms to apply knowledge of additional vocabulary from the story.
2. Before beginning the Directed Reading Activity, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students.
 - a. Chunk text with stops to support comprehension
 - b. Directed Reading Activity (DRA) to guide silent reading with higher order questions
 - c. Discussion of responses to questions, with evidence provided through brief oral reading
3. Provide a culminating activity that allows students to review their understandings of the text and to apply them. In many lessons, this may be provided as a home task.

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- a. Think-Pair-Share activity to share new knowledge about characters
- b. Completion of character map to share new knowledge (graphic organizer)
- c. Predictions about characters based on character traits.

Then, Betts (1946: 1) stated in an article the steps of directed reading activity are:

1. Choose a text. This strategy is intended to be used with Narrative texts.
2. Select vocabulary words from the text to be pre-taught. The words you choose should be critical to comprehension of the passage and unfamiliar to most, if not all students. Vocabulary should be taught in context. Write the words on the board in sentences taken directly from the text. As a class, discuss what the words might mean based on the context, structure (e.g., prefixes, roots, or suffixes), and/or sound (i.e., deciding if the word sounds like another familiar word) of the word.
3. Elicit prior knowledge on the topic of the text. Ask students, "What do you already know about _____?" or "What experiences do you have with _____?"
4. Teach students a skill that will help them comprehend the text. The skill you choose will depend on the text. For example, if the text your students will be reading compares two different things, you might focus on the skill of compare/contrast. If the text is an editorial, you might talk about how to identify fact from the author's opinion.

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5. Give students a concrete purpose for reading. For example, "Read pages 283-287 to find out what a tide pool is."
6. Have students read silently. Be available for questions as students read. Walk around the room asking individual students comprehension questions.
7. After students have finished reading, ask the purpose-setting statement as a question. For example, ask, "What is a tide pool?" Encourage a discussion that grows from students' comments and questions.
8. Engage students in follow-up activities. These activities should be designed to reinforce both the content of the text and the skill that students learned. Activities might include writing activities, further reading, art projects, group mapping activities, etc.

a. The purpose of using Directed Reading Activity

Directed Reading Activity has several purposes for the students:

1. Teaches word identification skills.
2. Elicits students' prior knowledge of the topic of the text.
3. Teaches specific reading skills.
4. Sets a purpose for reading.
5. Encourages students to monitor their comprehension while they are reading.

In brief, Directed Reading Activity is a strategy that is not only increasing the students' comprehension in reading but also gives them a

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chance to socialize with friends in classroom by discussing, giving opinion and identification skill that all of this is very important for their future life.

Allan (2005: 42) states that Activity steps of DRA are as follows:

Step 1: Begin with one or two anticipation activities designed to motivate students and to activate or install needed background knowledge, including new vocabulary: semantic map to gloss (introduce) the term *yacht* and activate background knowledge, and prediction from terms to apply knowledge of additional vocabulary from the story.

Step 2: Before beginning the Directed Reading Activity, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students.

1. Chunk text with stops to support comprehension
2. Directed Reading Activity (DRA) to guide silent reading with higher order questions
3. Discussion of responses to questions, with evidence provided through brief oral reading

Step 3: Provide a culminating activity that allows students to review their understandings of the text and to apply them. In many lessons, this may be provided as a home task.

1. Think-Pair-Share activity to share new knowledge about characters
2. Completion of character map to share new knowledge (graphic organizer)



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3. Predictions about characters based on character traits

REFLECTIONS: Teachers will notice that comprehension improves quickly when students focus on finding answers to comprehension-level questions instead of just reading aloud. They enjoy the discussion of their answers because there is usually more than one correct answer or more than one opinion about the correct answer.

2.12 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, inform the design, and find the conclusion of the previous research, as follows:

- a. **Al Tiyyb Al Khaiyali** (2013). Qualitative exploratory design was implemented to investigate the comprehension strategy instruction in language learning classrooms selecting and using children's picture books for explicit reading comprehension instruction. Four elementary ESL teachers participated in this study. The participating teachers were graduate students in University of Colorado at Boulder who volunteered to teach the fourth and fifth grades in North America Libyan School at Denver, Colorado. Purposeful sampling was implemented because it was considered feasible in making the focal groups representative of the school's populations. Also, the selected teachers shared general attributes that included English language level,



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reading comprehension experience, and the experience of teaching by picture books.

The similarities with this research are we used the same variable reading comprehension and Picture Book, then the result of the study was similar. The result of the treatment can improve the score gradually. The differences are Al Tyib Al Khyali only use two variables in his research but my study uses three variables and then the treatment is different, too. Javed uses Qualitative Study and this study uses Quantitative one.

- b. **Bellert, Graham, & Walsh (2004)** carried out a research entitled “Learning Difficulties Use Paraphrasing Strategies to Improve Reading Comprehension”. It was done to those participants from 27 male students were initially selected for the study from two Year 8 specialist English Enhancement classes at a Catholic boys semi-private secondary school in the North Eastern Suburbs of Melbourne. This finding showed that there was an improvement in reading comprehension ability for the students exposed to the paraphrasing strategy.

Bellert, Graham, & Walsh (2004) with title “Learning Difficulties Use Paraphrasing Strategies to Improve Reading Comprehension”. The similarities are we used the same the research variables of reading comprehension and then the result of the study is similar, too. The result the treatment can improve the score. The differences are Bellert, Graham, & Walsh Use Paraphrasing Strategies in their research but this study uses Picture Book And DRA Strategies then the treatment is different, too.

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- c. **AgbellaShandyArshinta, OikuremaPurwati** (2014) carried out a research entitled “The Implementation of direct reading strategy in teaching descriptive text to help reading comprehension to the seventh graders”. The researcher chose descriptive qualitative as the research design. Observation sheet, tasks result and interview form was used to collect the data. From the data, the researcher made description and analysis to answer the research questions. The results from observation sheet show that the teacher implemented direct reading activity on three meetings. By implementing that activity, the teacher can make an interesting and effective situation in learning English. The result of students reading tasks shows that most students made progress in some aspects of reading such as content, organization, vocabulary, language use and mechanic. Means that direct reading activity was very helpful to beginner who wants to learn English.

The similarities are both researches use the same research variables of reading comprehension and DRA, then the result of the study is similar. The result of the treatment can improve the score gradually. The differences are they use Qualitative research design but this study uses Quantitative Research Design and then the treatment is different, too.

- d. **Yi-Chun Pan** (2009) designed a classroom action research entitled “The effects of pictures on the reading comprehension of low-proficiency Taiwanese English foreign language college students: An

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action research study". The findings showed that the low-proficiency participants had significantly higher scores on their translation tasks when the text was presented together with the pictures, and that the accompanying pictures facilitated those low-level participants in comprehending not only the simpler but also the more difficult text. Student responses to the effects of visuals on their reading comprehension also revealed that the pictures enhanced their understanding of the text itself. Implications are suggested for EFL college teachers, textbook designers, and materials developers.

The similarities are Yi-Chun Pan uses the same variable of Picture Book and Reading Comprehension. The result of study is similar, too. The difference is Yi-Chun Pan uses Classroom action research while this study uses an Experimental research by comparing two strategies.

- e. **Zainuddin (2015)**. Entitled The Effect of Cooperative Integrated Reading and Composition Technique on Students' Reading Descriptive Text Achievement. In this study, the research findings tend to show the experimental group is dominant in the case of having means score of standard deviation (SD), achievement, compared with the control group. Evidently, the total scores of experimental group in pre-test (X) = 1565 and the total scores of experimental group in post-test (X_1) = 2109. It means that the score of the experimental group is sharply increased 510 points (32.58%). The total scores of control group in pre-test (Y) = 1342 and total scores of control group in post-

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test (Y_1) = 1566. It indicates that the score of control group has increased 225 points (16.69%). Research findings also tend to show that experimental group is dominantly higher in obtaining the reliable score achievement using *t*-test table distribution. Evidently, experimental group cooperative integrated reading and Composition (CIRC) technique, revealed that the *t*-observed (4.539) is higher than *t*-critical review (1.671) which is taught by applying the classical method (CM), or it can be interpreted (t -observed 4.539 > *t*-critical review 1.671). From the findings and referring to the previous research question and the hypothesis proposed, it is evidently proved that the Cooperative Integrated Reading and Composition (CIRC) technique, significantly affects the students' achievement in reading descriptive text of the second year students (grade II) of Junior High School (SMP).

- f. **Melissa Reiker**, (2011). Carried out a study with Case Study Design. The purpose of this study was to analyze the effects of picture books on high school students' engagement with these texts. Participants were 83 ninth and twelfth grade students enrolled in two high schools in a metropolitan city in the southern part of the U.S. Faculty members were recruited to participate in a study of the use of picture books in a high school classroom setting. by using picture books Melissa get the result that picture books stimulated connections to prior knowledge.

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- g. **Zollman** (2009) designed a classroom action research to investigate a problem solving instructional approach by using GOs. The designed GO is use to teach how to write essay writing in 5 steps. The five steps included the questions about what the students need to find, what they already know, brainstorm the possible ways to solve the problem, show the calculations, and the students' conclusion or opinion about the problem solving given. They found that GO helped students to construct content and strategic knowledge; improved their mathematical communication skills. Besides, GO also helps students with all ability levels to produce more complete answer.
- h. **Asan** (2007) carried out a study with a nonequivalent comparison group design to measure the effects of semantic mapping on the reading-comprehension skills of fifth-grade students in Turkey for 5 days. Twenty-three students were divided into an experimental group (13 students, provided with an introduction to semantic mapping with the Inspiration Program, traditional instruction, and the task to construct a semantic map with the Inspiration Program) and a comparison group (10 students receiving only traditional instruction). Data were obtained from a comprehension test (used as a pretest and a posttest) designed by the teacher (via consulting with the researcher), a semantic map scoring rubric, and an open-ended student interview question. The students in the experimental group were instructed to create a semantic map the day before taking the posttest. The relevant

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results are as follows. The results of a paired-samples t test indicated that the increase in scores for the experimental group (but not the comparison group) from the pretest to the posttest was statistically significant. In addition, the correlations between semantic map scores and the corresponding map multiple-choice scores (as measured by the semantic map scoring rubric) were high overall. The researcher stated that these findings suggest that the students were performing equivalently on the semantic map items and reading-comprehension test items designed to measure the same subject matter. Finally, 54% of the students found that semantic mapping was useful for organizing their ideas, 61% of the students stated that using the Inspiration Program was enjoyable, and 61% of the students stated that learning to utilize the Inspiration Program and connecting ideas was a simple strategy.

- i. **Joseph** (2002) conducted a quasi-experimental study to measure the effects of semantic mapping on the reading-comprehension skills of tenth-grade students for 2 days (after the students were taught to use semantic mapping for 2 months). The students were divided into groups of 20 and 29 students (the first group reading the first article first and the second group reading the second article first and both groups reading the opposite articles the following day). Data were obtained from two reading-comprehension tests designed by the researcher, one test administered after the students read each article.

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All of the students received the instruction on semantic mapping. The students were instructed to create a semantic map before taking the second test, but not the first. As per a paired-samples t test, the effects of semantic mapping were statistically significant for the second group of students, but not statistically significant for the first group. Analyzed together, the effects of semantic mapping for the whole group of students was not statistically significant, but was strong nonetheless. Willits (2002) carried out a study with an action research design in part to ascertain the effects of semantic maps and learning styles on the reading-comprehension skills of 18 seventh graders in geography, one of whom was diagnosed with attention-deficit disorder (ADD), one of whom was diagnosed with attention-deficit disorder (ADD) and LD, and one of which was diagnosed with attention-deficit hyperactivity disorder (ADHD) for 15 weeks. Relevant data were obtained from the Learning Style Inventory for Grades 5-12 administered before the semantic-mapping intervention, textbook chapter tests (comprised of multiple-choice, matching questions, and chapter essay questions), delayed-recall essay questions, and individual interviews with the participants on their preference for semantic mapping conducted with a 5-point Likert Scale (5 indicating a high preference and 1 indicating a low preference). The students were to construct semantic maps to answer the essay questions (for the



three chapter essays following the instruction on semantic mapping and for the second delayed-recall essay question).

The relevant studies above indicate that those strategies are useful to increase students' achievement and make students active in the learning process in teaching reading comprehension. The strategies have positive responses on reading classroom because it can improve the students' reading comprehension. Since the previous researches have been shown in the improvement of students' achievement and make students active in the learning process, through this strategy or technique, it is expected that in this research this strategy or technique also improves students' reading comprehension. although several researchers have conducted research by using students' achievement and make student active in the learning process, none of them has been carried out this strategy or technique in reading comprehension in two different strategies. This research will compare Picture book and DRA that will be used in the classroom as treatment to the experimental class. because of those reasons the researcher wants to conduct a research at the second year students of Junior High School YLPI Plus Pekanbaru to know how effective these techniques or strategies are.

2.13 Operational Concepts and Indicators

An operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operate in an abstract from the research planning which should be interpret into particularly words in

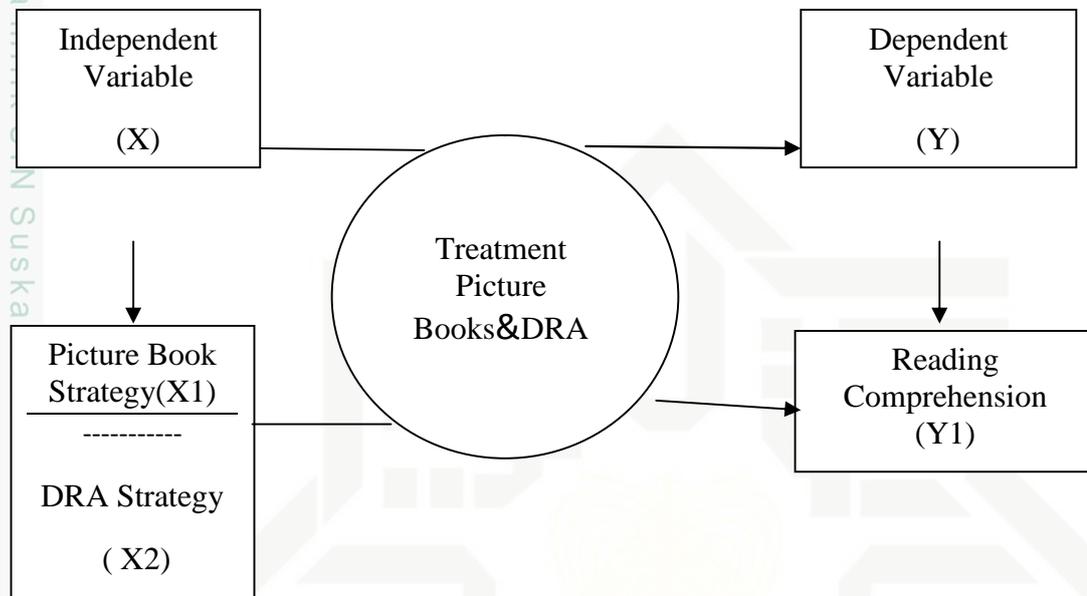
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order to be easy to measure. The operational concept in this research can be seen on the table below:


Conceptual Framework

The design of this research is a causal-comparative experimental research with pre-test and post-test design. Figure II.1 shows how the effect of Picture Books Strategy and DRA Strategy toward students' reading comprehension.

Table II.1. The Operational Concept

Title	Variable	Sub Variable	Indicators
a comparison between reading comprehension taught by using Picture Books and DRA strategy of the second year students at Islamic Junior	<i>The independent variable (X):</i> (X1) Picture Books Strategy (X2) DRA Strategy	Using Picture Books Strategy	<i>Pre-Teaching</i> 1. Motivate/encourage student's motivation to speculate of the books author & illustrator 2. Ask students to illustrate the story line of the book. 3. Front load the lesson with

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<p>high school YLPI Pekanbaru.</p>			<p>cues hinting at the intellectual nature of the unit.</p> <p>Whilst-Teaching</p> <p>4. The teacher carries something from the text such as an information, instructions, opinion and conclusion.</p> <p>5.The teacher asks the students to give response the text during reading activity such as: Talking to the story, physical response and facial expression.</p> <p>6.The students listen when the teacher interpretes the meaning and the combination of latest that make up the word in the story.</p> <p>7. The teacher asks the students to participate in the story such as their feelings, conflict of the character of the story.</p> <p>8.The teacher explains about the generic structure that contain in the story.</p> <p>9.The teacher explains about the language feature that contain in the story.</p> <p>Post-teaching</p> <p>10.The teacher gives some feedbacks to the students</p> <p>11.The teacher and students conclude the materials</p>
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	<p><i>The dependent variable (Y):</i> Reading comprehension</p>	<p>Reading comprehension</p>	<p>Pre Reading</p> <ol style="list-style-type: none"> 1. The teacher activates students prior knowledge 2. The teacher develops the students' background knowledge 3. The teacher introduces vocabulary words of the text <p>Whilst Activities</p> <ol style="list-style-type: none"> 4. The teacher asks the students to read the text orally, and responds to the questions 5. The teacher divides the text in three or four sections. students read silently. 6. After reading section the teacher poses the questions orally and engages the students in discussion before continuing to the next question <p>Post Activities</p> <ol style="list-style-type: none"> 7. The teacher gives some feedbacks to the students 8. The teacher and students conclude the materials
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2.14 Assumptions and Hypotheses

1. The Assumption

In this research, the researcher knows that many strategies the teacher can use in teaching learning process to build the students' capability in English. The researcher assumes that using Picture Books and DRA strategy is some of good

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strategies to give a material for the students to increase their capability especially in reading comprehension.

2. Hypotheses

Ho1 : There is no any significant difference on students' reading comprehension pretest mean score between before being taught by using picture book strategy and before being taught by using direct reading activity strategy at the second year students of SMP Plus Islam YLPI.

Ha₂: There is no any significance difference between pretest and post-test reading comprehension meanscore using Picture book strategy in the experimental group 1.

Ha₃: There is no any significance difference between pretest and post-test reading comprehension mean score using Direct Reading Activity strategyin the experimental group 2.

Ha₄ : There is no any significant difference on students' reading comprehension post-test mean score between after being taught by using picture book strategy and after being taught by using direct reading activity strategy at the second year students of SMP Plus Islam YLPI.