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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Nature of the Study

2.1.1. The Nature of Reading

Among four language skills Reading is one of the skills that is much used in daily life by people of different backgrounds. Reading cannot be divorced from other language skills besides listening, speaking and writing. These skills must be learned especially by language learners from primary education to university. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, and enrich vocabulary. This is in line with Patel and Jain (2008, p.113 – 114) states that “Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success”. So, Reading is the most important activity in any language class. Therefore, Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. And also reading is very necessary to widen the mind, again and understanding of the foreign culture”.

Harmer (2007, p.99) states that reading is useful for language acquisition as it provides the students with more or less the understanding of what they read. The more they read, the better they get from what is being read. According to Grellet (2004, p.7), reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. Furthermore, good reading

texts can introduce the students to know the topics, stimulate discussion, encourage the students to give creative answers, and become the platform for interesting lessons.

Furthermore, Day and Bamford (1998, p.12) states that reading is the construction of meaning from a printed or written message. It means that the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. Pang (2003, p.6) views that reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. So, the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

The explanation above indicates that reading can be defined as the instantaneous recognition of various written symbols with existing knowledge and it also can be defined as the comprehension of information and the idea being communicated. It means that when a reader interacts with printed messages, he/she tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading is not only the process of getting the written symbols correspond to one's

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spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

2.1.2. Reading Comprehension

Reading comprehension has multiple definitions and explanations. According to Klingner (2007, p.2) reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized that reading comprehension has following a three-step procedure: mentioning, practicing, and assessing. In mentioning procedure, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully. It means that reading comprehension is a process by reader to understand the text in finding out the meaning based on the readers’ background knowledge.

Alderson (2000,p.28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003, p.14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. According

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to Pardo(2004), 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, 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, p.51) It can be inferred that reading 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.

Furthermore, according to Day and Park (2005), 6 types of comprehension help our students to become interactive readers.

a. Literal comprehension

It refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization

The next type of comprehension is reorganization which is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In

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order to answer the question, How old was Maria Kim when she died?, the student has to put together two pieces of information that are from different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentencebysentence consideration of the text to a more global view.

c. Inference

Making inferences involves more than a literal understanding. The students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

The fourth comprehension type is predictive. It involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

e. Evaluation

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Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

King and Stanley (2004, p.8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences.” The theory above can be described as follows:

- a) Finding main idea

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Reading concerns meaning to a greater extent than it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purposes, result, comparison, means, identify, time, and amount.

In which most of the answers can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing reference words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making an inference

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The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

2.1.3. Reading Process

According to Alderson (2000, p.3) the process of reading is the interaction between the reader and the text. During that process, presumably, many things are happening. Not only the reader is looking at the print, deciphering in some sense the mark on the page, deciding what they mean and how they relate to each other.

Davis (2011, p.4) says that the processes of reading comprehension can be described as follows:

1. Attending and searching: focusing attention on particular letters and letter clusters and drawing on knowledge of letter sound relationships, identifying words they already know, looking for information in illustrations and diagrams, using analogies (their knowledge of familiar words to work out new words).
2. Anticipating/predicting: drawing on letter and sound knowledge, decoding strategies, awareness of patterns in text, using details in illustrations and diagrams, and using prior knowledge.
3. Cross-checking and confirming: drawing on meaning from text, looking at patterns in a text, using illustrations and word knowledge to check and confirm, using re-reading strategy to check and confirm.

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4. Self-correcting: thinking about what they are reading and the meaning of what they have read and self-correcting when needed.

2.1.4. Teaching Reading

Teaching reading is not only the way to teach the students how to read such text, but also how to comprehend the text. Richard (1996) argues that there are three activities in teaching reading. First, pre-reading this activity prepare the students for reading the text. Second, Whilst-reading the students start to read the text and which may be individual, group, or whole-class. This is the final activity in teaching reading. These activities will help the students to comprehend the text.

According to Samuels and Farstrup (2011), there are 10 essential elements of effective reading comprehension instruction that research suggests every teacher should engage in to foster and teach reading comprehension:

1. Building disciplinary and world knowledge.
2. Providing exposure to a volume and range of texts.
3. Providing motivating texts and contexts for reading.
4. Teaching strategies for comprehending.
5. Teaching text structures.
6. Engaging students in discussion.
7. Building vocabulary and language knowledge.
8. Integrating reading and writing.
9. Observing and assessing and
10. Differentiating instruction.

These practices should be implemented within a gradual release of responsibility model, incrementally turning over responsibility for meaning-making practices from teacher to students, then cycling back through this release with increasingly complex texts, while simultaneously employing instructional approaches that include several essential elements of effective comprehension instruction.

What good readers do when they read:

1. Good readers are active readers.
2. From the outset, they have clear goals in mind for their reading. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
3. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
4. As they read, good readers frequently make predictions about what is to come.
5. They read selectively, continually making decisions about their reading- what to read carefully, what to read quickly, what not to read, what to reread, and so forth.
6. Good readers construct, revise, and question the meanings they make as they read.
7. Good readers try to determine the meanings of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.

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8. Good readers draw from, compare, and integrate their prior knowledge with material in the text.
9. They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so forth.
10. Good readers monitor their understanding of the text, making adjustments in their reading as necessary.
11. Good readers evaluate the text's quality and value and react to the text in a range of ways, both intellectually and emotionally.
12. Good readers read different kinds of text differently.
13. When reading narrative, good readers attend closely to the setting and characters.
14. When reading expository text, good readers frequently construct and revise summaries of what they have read.
15. For good readers, text processing occurs not only during reading, but also during short breaks taken during reading and even after the reading has ceased.
16. Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

Furthermore, Kimbly and Garnezy in Brown (2000, p.7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2000, p.7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and

facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge. The definitions indicate that teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

According to Harmer (2007,p.23) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student’s progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. It indicates that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

It can be inferred that in teaching reading, the teachers’ responsibilities in helping learners achieve these goals are to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide the purpose of reading to be achieved, i.e. reading for pleasure or getting understands the passage. If the purpose of reading that will be achieved is for pleasure, the topic of reading text can be free. And if the purpose of reading text to be achieved is for getting the understanding of the passage, so the topic of reading text should be prepared before teachers teach.

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In teaching reading comprehension, the teachers need some strategies to make the students comprehend the reading texts. According Brown (2000, p.306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By so doing, students know what information they want to know in reading the texts. (Brown, p.2000:306).

b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the soundwords with final silent “e” such as (late, time, bite, etc) (Brown, p. 2000: 306).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

For advanced learners, the teacher can apply reading fast to reduce time-consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, p.2000: 306).

d) Skimming the text for the main ideas

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Skimming is the one of the most valuable reading strategies for learners. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, p.2000: p. 308).

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, p.2000: p.308).

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, p.2000: p.308).

g) Guessing when you are not certain

Brown (2000, p.309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- (1) guess the meaning of a word,
- (2) guess grammatical relationship (e.g., a pronoun reference),
- (3) guess a discourse relationship,
- (4) infer implied meaning ("between the lines"),

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- (5) guess about a cultural reference, and
- (6) guess content messages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2.1.4. Assessing Reading Comprehension

Students in the classroom study reading to get information and understand about the text given by the teacher. At the end of teaching learning process, the students will get such a test to let the teacher know that his students understand what the text is about or not. Teacher makes some questions to measure the students' comprehension of the text and makes sure by answering the questions the students understand about the text.

The Barrett's Taxonomy (In Clymer, 1968, p.58) designed originally to assist classroom teachers in developing comprehension questions and test questions for reading is especially useful for classroom questioning in other content areas as well. Barrett taxonomy consists of five parts:

1) Literal Comprehension

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

- a. Recognition : it requires students to locate or identify ideas or information explicitly stated in reading selection.

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

2) Reorganization

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

3) Inferential 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 the 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

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the 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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In Academic Support Guide (2011, p.14) states that to increase your comprehension you must do:

1. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

2. Making inferences

This means that the information is never clearly stated. Writers often tell you more than they say directly by giving clues. Using these clues will give you a deeper understanding of your reading.

3. Antonym and contrasts

When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting though in a context.

Riabtseva and Arestova (2006, p.309) reveal that there are different types of reading activities that may be used for checking reading comprehension skills of students.

1. Reading for Details.
2. Reading for Reference and Vocabulary.
3. Reading for Main Ideas.
4. Reading for Inference.

As to **Reading for Details**, we should speak about working with Detailed Questions. Detailed questions ask the students about the specific information in the passage. This type of detailed question asks about what is not in

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the passage or what is not true according to the passage. The following are examples of such questions:

- Which of the following is NOT mentioned in the passage?
- According to the passage, all of the following are true EXCEPT...

As to **Reading for Reference and Vocabulary**, we can distinguish two types of questions: Reference Questions and Vocabulary questions.

Reference Questions ask what certain reference words, such as “they” or “this”, refer to. Instead of repeating words or phrases, the second time we use them we refer to them by **reference** words. Reference words are in many cases pronouns such as “it”, “them”, “they”, or “this”.

Vocabulary Questions ask about a word in the passage. Many times the meaning of a word is given in the sentences around the word in the form of synonyms or paraphrases.

Reading for Main Ideas. For this type of activity we use **Main Idea Questions**. One of the most frequently asked questions in Reading Comprehension is about the main idea of the passage. There is usually one such a question for each reading passage. The following are examples of main idea questions:

- What is the main idea of the passage?
- What does the passage mainly discuss?
- The primary idea of the passage is. . . .
- The main topic of the passage is. . . .

As to **Inference Questions**, which are meant for checking skills of **Reading for Inference**, they are perhaps the most difficult questions to answer in



Reading Comprehension. The answers to these questions are not directly stated in the passage but are understood, or implied. The following are examples of inference questions:

-Which of the following can be inferred about . . . ?

-From the passage, it can be inferred that . . .

-The passage implies that . . .

-The passage suggests that . . .

In short, if we want to know the students have already understood or comprehended a passage, we can give some questions that can measure their comprehension such as main idea, specific information, vocabulary, reference and inference.

2.1.5. Reading English Texts

John M. Swales states that “genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes” (1990, p.58). An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also use genre as the way to present the information logically.

Every genre of text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and makes the ideas into the unity of text.

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In teaching genre, the English teachers should give the basic materials about genre. According to PardiyonoM.Pd, “the basic materials in teaching genre of a text to the students in the class are about it (2007, p.2):

1. The clear communicative purpose.
2. The information, messages, or ideas that are packaged effectively into a certain text with the kind of elements of text that have to be arranged well into a good rhetorical structure.
3. The generic structure that should be shown into the sentences with the use of appropriate and effective grammatical patterns.

The concept of genre also explains that an English text has the different purposes and different rhetorical structure or generic structure. In addition, the concept of genre also explains the different language features, for example: the difference in the use of tenses and sentence patterns. When the English teachers ask their students to identify the genre of texts, the English teachers have to remember with the three criteria in the form of text above. This is because every genre of text has different purposes, the generic structures and language features.

2.1.6. Descriptive Texts

Gerot and Wignell (1995,p.208) state that descriptive text is the text that has a social function to describe and reveal a particular person, place, or thing. In descriptive text, the relationship between the researcher and the readers is like an authority person versus unknown readers or listener. The text will be found easily around us. It can be found in encyclopedias, scientific magazines, and history texts.

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Descriptive text is often completed with pictures, diagrams, maps, etc.

Descriptive text usually uses vocabularies that cover the words such as the name of places including location, destination, function, and performance. For the people, the vocabularies used are the words describing the name, age, address, job, etc. Moreover, the language use is neutral or objective.

Descriptive text is usually found in our daily life. In various contexts such text will be easily obtained. In fact, we often communicate by using descriptive text such as when we watch something interesting then we are amazed of it, so we want to tell other people about it. Describing something means that we make other people “see, listen, feel, or smell” something we see, listen, feel, or smell. We will describe it in our story in the hope that the listener can imagine what we talk about.

Gerot and Wignell (1995) claim the generic structure and significant lexicogrammatical feature of descriptive text are as follows: First, the generic structure of descriptive text includes:

- 1) Identification: Identifying the phenomenon to be described.
- 2) Description: Describing the phenomenon in parts, qualities, characteristics.

On the other hand, significant lexicogrammatical features of descriptive text are as follows:

- a) Focus on specific participants
- b) Use of attributive and identifying process.

- c) Frequent use of epithets and classifiers in nominal group.
- d) Use of the simple present tense.

2.2. Think, Predict, Read and Connect (TPRC) Strategy.

Think, Predict, Read and Connect (Haggard, 1989) quoted by Ruddel (2005, p.75-76) is an alternative way to study reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever).

The instruction begins when teacher directs the teams to work together think about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from a distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to predict what they will find in the reading. Student then read the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading. For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then the teacher asks the students to put a check mark beside anything

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students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question.

Based on those steps, TPRC strategy may be good to be applied in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, report texts, and news-items.

2.2.1. The Advantages of Think, Predict, Read, and Connect Strategy

According to Brunner (1992), there are some advantages that can be obtained from applying this strategy:

- a. Providing the structure for reading
- b. Activating background knowledge
- c. Providing critical information for the teacher about students' pre-conceived knowledge.
- d. Being straightforward, easy to explain and understand
- e. Being as a helpful tool for students to use when reading independently
- f. Can be done individually or with small groups

2.2.2. Using Think, Predict, Read, and Connect Strategy towards Students' Reading Comprehension

Think, Predict, Read, and Connect strategy is one of reading strategies which it has been provided, through many studies, to have been able to improve students' reading comprehension. Think, Predict, Read, and Connect strategy is developed by Ruddell (2005) to help students in comprehending text.

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Think, Predict, Read, and Connect strategy has many advantages in teaching reading and learning. First, Think, Predict, Read, and Connect strategy can help to develop critical reading skills. Second, the strategy can encourage the students to be active readers. Third, it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension as they are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From the statement above, it is obvious that the Think, Predict, Read, and Connect strategy is effective to improve the students' reading comprehension; so it is appropriate to be used by English teachers in teaching reading. However, many students get difficulties in comprehending reading texts. Lacks of students' reading comprehension are caused by some reasons:

- a. Lack of interest and concentration in reading,
- b. Failure to understand words and sentences in a text,
- c. Insufficient knowledge background on the students about the topic of text.

So, the using of Think, Predict, Read, and Connect strategy can solve the problems as it can be used to improve the students' reading comprehension.

2.3. Predict, Locate, Add, and Note (PLAN) Strategy

PLAN is one of the strategies which supports students in teaching learning process. In PLAN strategy readers are pushed to use a number of strategies such as relating text to prior knowledge, predicting, questioning, and purpose for reading. It helps the students to attend to the text, select the texts, and to transfer

their knowledge to many different learning situations. According to Ogle, Klempe and McBride in Novita (2006) PLAN is provides a structure to help students organize their reading and reflect on the text in short chunks. It means that PLAN enables the students to know how to arrange their reading ability and also can expand their comprehension about the text in short chunks.

Caverly, *et.al.* (1995) state that PLAN is a study–reading strategy for informational text that helps students read strategically. It also can be taught in pre reading, during reading and after reading. According to Cohen & Cowen in Yanda (2013) PLAN is a four-step strategy that is used to increase comprehension of informational text such as nonfiction and textbooks. Thus, this strategy has four steps in its application in class. The advantages of this strategy are important to be considered by the teachers in their teaching. PLAN encourages students to evaluate what they know about a topic. PLAN provides an opportunity for students to explain and elaborate what they have known or have learned through their reading.

PLAN is a study-related strategy for informational text that helps students read strategically. PLAN is an acronym for four distinct steps that students are taught to use before, during, and after reading. There are procedures for reading activity in classroom of PLAN strategy. First, predicting the main ideas. Second, locating which to these topics is known something about and which topics is known little about. Such as place an X by topics about which is already known, and place a question mark by topics that are unfamiliar. Third, adding information to the chart as one reads. Fourth, noting what is learned by restating and reflecting

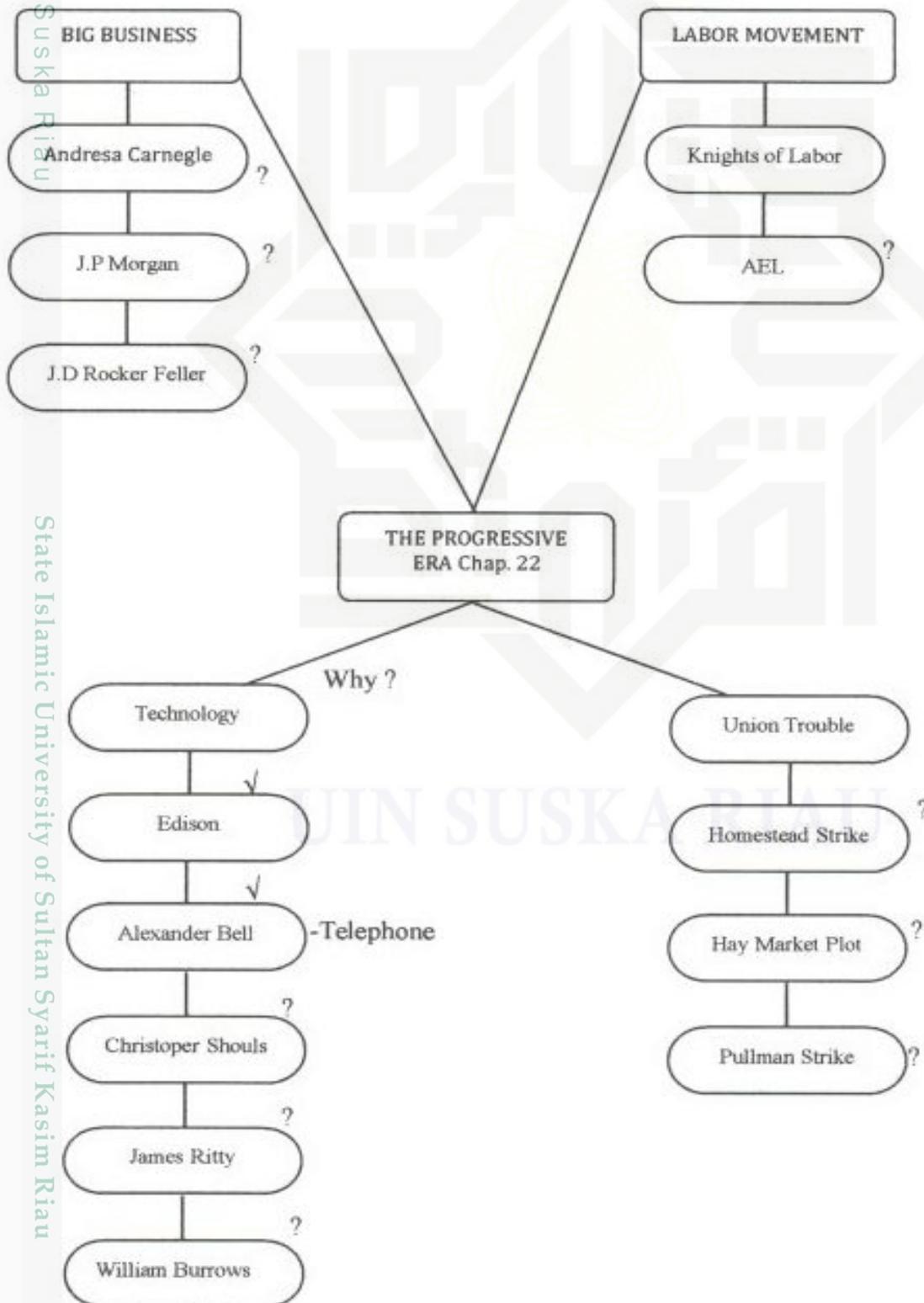
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the information in one's own words. Here is an example of the semantic map students begin with:

Figure II.1. The example of PLAN



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An example after completing PLAN:

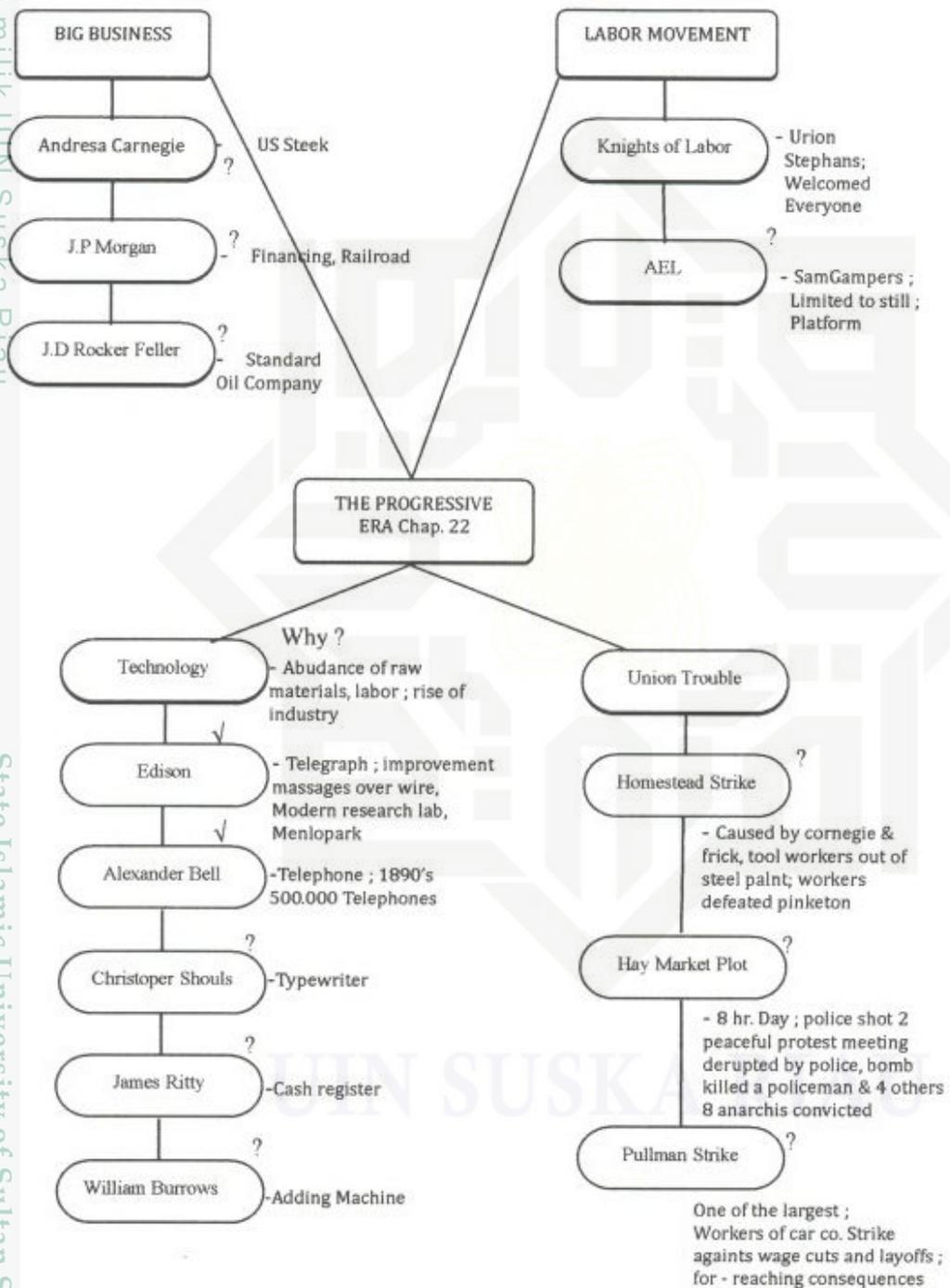


Figure II.2. The example of PLAN

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The images above have been reproduced from the following article:
Caverly, D.C, Mandeville, T. F., & Nicholson, S. (1995). "PLAN: A study-reading strategy for informational text." *Journal of Adolescent & Adult Literacy*, p.39 (3): 190-199.

2.3.1. The Advantages of Think, Predict, Read, and Connect Strategy

Several authors listed the benefits of the PLAN reading strategy in their original research (Caverly *et al.*, 1995; Radcliffe *et al.*, 2004). While general benefits were provided, additional advantages were reported by the educators and students involved in the studies.

General Benefits

In the course of their original research, several authors explained that one of the general benefits of implementing the PLAN reading strategy was that it facilitated active reading (Caverly *et al.*, 1995; Myers & Savage, 2005; Best, Rowe, Ozuru, & McNamera, 2005). For example, Caverly *et al.* (1995) explained that the PLAN reading strategy taught students to develop ownership for their own reading comprehension. Furthermore, the authors stated that the PLAN reading strategy generated student awareness of reading as an active exercise. Myers and Savage (2005) emphasized that improved academic achievement could be accomplished through reading strategies that allowed students to examine and create their own meaning for a given text.

Wade and Reynolds (as cited in Caverly *et al.*, 1995) concurred in stating that it was important to train students to monitor their own understanding of the

content through reading strategies. Taylor and Beach (as cited in Caverly *et al.*, 1995) discovered benefits to adding reading strategies that tactically led students to recognize text structure. Caverly *et al.* (1995) elaborated that the creation of the concept map in the PLAN reading strategy supported the need to identify text construction. In all, the creation of students who actively monitor the arrangement the text as well as the content of the text were shown to have higher levels comprehension (McNamara & Scott, as cited in Best *et al.*, 2005).

An additional advantage of the PLAN reading strategy was recognized as the engagement of appropriate schema, or prior knowledge (Anderson & Pearson, as cited in Caverly *et al.*, 1995). The authors explained that once prior knowledge was activated it could be modified and adjusted in order to increase the knowledge base. Best *et al.*; (2005) expounded that the main advantage of activating of prior knowledge was that students gained access to related information and built upon it to make inferences and restructure misconceptions. The PLAN reading strategy facilitates the activation of prior knowledge during the Locate step (Caverly *et al.*, 1995).

Another benefit of implementing the PLAN reading strategy, as demonstrated in three separate studies, was improving reading comprehension (Caverly *et al.*, 1995; Radcliffe *et al.*, 2004; Caverly, Nicholson, & Radcliffe, 2004). As indicated by Caverly *et al.* (1995), when the PLAN reading strategy was instituted there were significant gains in reading comprehension test scores of struggling students at the college and middle school levels. It was expanded that, in most instances, these struggling readers rose to achieve reading comprehension

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that paralleled their grade-level counterparts. The Caverly et al. (1995) study further found that struggling readers who were not exposed to the PLAN reading strategy experienced a significant drop in their test scores. In a similar study, Radcliffe *et al.* (2004) demonstrated the benefits of the PLAN reading strategy to all students. Their study found that the use of the PLAN reading strategy increased the mean grades in a middle school science classroom for students at all reading levels. In a separate study conducted by Caverly *et al.* (2004) it was reported that higher education students who implemented the PLAN reading strategy showed improved scores on teacher-created reading comprehension tests and were gauged to have become "strategic readers" (p. 43) in four out of five separate evaluations.

Educator Reported Benefits

In a study by Radcliffe *et al.* (2004), the authors interviewed an educator involved in the research project to determine the benefits that he perceived in the implementation the PLAN reading strategy. The educator recognized that his students showed increased content comprehension, showed more willingness to complete textbook readings, and felt more positively toward their textbook. The educator also found that the majority of his students had created accurate concept maps of major headings and subheadings of the textbook. In addition he found that 98% of the key words and phrases recorded under each topic in the concept map were correct. Moreover, the educator found that his students went from needing group support to being independent in their use of the strategy. Overall, this educator found that the PLAN reading strategy pushed his students to take on

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responsibility for their reading skills which, in turn, caused an increase in their reading comprehension.

Student Reported Benefits

As shown in the professional literature, students found considerable benefits from the use of the PLAN reading strategy. According to student interviews, conducted in the Radcliffe *et al.* (2004) study, learners testified to an increase in their comprehension of the assigned textbook readings. The students further shared that this increased comprehension was due primarily to the creation of concept maps. Furthermore, students reported doing better in science and finding the assigned readings more enjoyable. In their study, Caverly *et al.* (1995) discovered that students who were introduced to the PLAN reading strategy showed continuous use of the approach after direct instruction has ceased. As reported by the students in this study, they had modified the PLAN for their individualized use once they were comfortable with the methods. Caverly *et al.* (2004) found that students reported continuous use of the PLAN reading strategy because they found it was the most effective way to organize their reading. Additionally, students in this study confirmed that had developed a better understanding of reading strategies and had determined effective methods to read a textbook.

To summarize, several benefits to implementing the PLAN reading strategy were indicated in the professional literature. These benefits included an increase in mean test scores, enhanced recognition of text structure, and the

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engagement of prior knowledge (Myers & Savage, 2005; Caverlyet *al.*, 1995). Three studies (Caverlyet *al.*, 1995; Caverlyet *al.*, 2004; Radcliffe *et al.*, 2004) defined the benefits as reported by the educator and students involved in the studies. Educator reported benefits included accurate concept mapping, increased content knowledge, and improved attitudes toward textbook reading (Radcliffe, et al.). Benefits experienced by students included an increased amount of completed reading assignments, greater pleasure when reading, and generally performing better in science (Caverlyet *al.*, 1995).

2.4. Related Studies

To avoid the same title used in the research and to see relevant researches related to the title discussed in this study, some relevant researches are presented in this research.

1. **Ersanda, Edo (2015)** carried out a research entitled “*The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Texts*”. He investigated the study indicated that the group taught by TPRC has better score in the test than the group taught by conventional method. The mean of posttest of experimental group (81.62) was higher than control groups” (77.16). TPRC strategy can be a helpful strategy for summarizing ideas from students about topic given. Moreover, it encourages students to think about the ideas independently before they read a passage. It gives students time to consider and develop ideas more completely. After that, they can refine their understanding through prediction they have made about the description given. It leads to an effective management of time in

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teaching and learning process. The last, TPRC is effective for teaching reading comprehension of descriptive text and there was a significant difference in students' achievement of reading test between those who taught using TPRC and those who taught without using TPRC.

Referring to the design of this study, the students in the experimental group received TPRC Strategies for the treatment, while the other group did not receive conventional method. This study showed that by applying TPRC Strategy in the classroom, the students could comprehend the text better. He stated that this strategy leads to an effective management of time in teaching and learning process. On the other hand, it could encourage active reading and keep children interested. The research design of these both studies are almost similar, this study was quasi-experimental research, while this current study is more focused on comparative quasi experimental research. Both of this studies had the pretest and the posttest to identify whether there was a significant difference in students' reading comprehension before and after the treatment or not.

2. **Prasetyo Adi Wibowo, Nurbaya, M. Si., M. Hum. Sudiati, M. Hum (2013)**, carried out a research entitled "*The Comparison of Using TPRC Strategy, LRD strategy, in Learning Reading comprehension on Students at Eight Grades SMPN 6 Kroya Cilacap*". It was an experimental research with Control Group the Pretest-Posttest design. Analysis data technique was conducted by using t-test technique with noticing normality and homogeneity requirement. The researcher took VIII

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B as TPRC group, VIII C as LRD group. The results of t-test analysis posttest TPRC group and LRD group that (1) any different significantly on the posttest reading comprehension scores between students who followed learning using TPRC strategy and student who followed learning using LRD strategy for student grade VIII in SMPN 6 Kroya. The results of this research also showed that (2) comprehension using TPRC strategy was more effective than using LRD strategy for student grade VIII in SMPN 6 KroyaCilacap. This research was experimental research that compared students' reading comprehension by using TPRC strategy, and students' reading comprehension by using LRD strategy.

On the other hand, PrasetyoAdiWibowo, et.al (2013) conducted two strategies to increase the students' reading comprehension level; TPRC and LRD, in the same group of participants. In contrast, this current study compared two strategies in different groups of participants to identify whether these two strategies gave significant differences in reading comprehension or not. Besides, the two strategies, TPRC and PLAN were compared in this recent study while this study compared TPRC and LRD. Another difference is this study was focused on student grade VIII who had low ability in reading comprehension, while this current study is focused on university students. Both of the strategies are used in the same classroom twice a week after school. The results of this study were that by applying TPRC combined with the students' PLAN; it was found that learning comprehension using TPRC strategy was more

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effective than using LRD strategy for student grade VIII in SMPN 6 KroyaCilacap.

3. **Fastilla and Amir (2015)** carried out a research entitled “*Using Predict Locate Add and Note (PLAN) in Teaching Reading Report Text to Senior High School Students*”. The sample of this research was second grade students of senior high school. This journal discussed the use of reading strategies in teaching PLAN read the text report. PLAN is a strategy that helps students read the text actively and strategically. In applying this strategy, there are four steps of reading must be followed. First, students will predict the information from the text and then pour it into a concept map Predict. Then, students identify information on a map concepts by means of a check mark beside the known information and a question mark in addition to the missing information or unknown (Locate) After that, students read the text while correcting the predictions that have been made (add) Lastly, the students do the tasks that are relevant for checking their understanding (Note).

Secondary students of senior high school participated in this study, while this recent study focused on college students. There were 50 participants who participated in this current study. In this study, PLAN strategy was used in report text while in the recent research descriptive text was used. The research design of this study was classroom action research that focused on applying PLAN strategy while the recent research used comparative experiment; the participants were divided into two

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groups; one group received TPRC Strategy as the treatment, and the other group received PLAN Strategy as the treatment. Before the treatment each group was given a pre-test, and after the treatment the groups were given a post-test to identify the significant differences between the two strategies. The results of this study proved that PLAN Strategy could improve students' reading comprehension. Furthermore, it is also a good strategy to foster students to be an active and critical readers.

4. **EdySusanto, Sofian, RismayaMarbun (2013)** carried out a research entitled "*The students' problem which was their difficulty in comprehending the narrative text*". This research showed that the student's reading comprehension improved from the first cycle to the last cycle. The mean score of student's achievement improved from 63.70 (poor to average) to 71.85 in the second cycle (average to good), the third cycle was 78.67 (average to good) and the fourth cycle was 85.78 (good to excellent). Based on the results of the first cycle up to the last cycle, PLAN reading strategy has been proven to help students in comprehending narrative text. Therefore, they concluded that student's reading comprehension of narrative text improved significantly by applying Predict, Locate, Add, and Note reading strategy.

The research which was conducted by EdySusanto, Sofian, RismayaMarbun (2013) was very useful for this recent study especially in applying PLAN Strategy in the classroom. There were 45 students of SMA St. FransiskusAsisiPontianak, especially in class XI IPS I, while in the

recent research there were 50 students of the first level at Language Development Center. Another difference is Classroom action research was used as research design in this study while in the recent research Comparative experiment was used that compared two strategies between TPRC and PLAN. In addition, this current study was only focused on descriptive text while this study focused on narrative text. Therefore, they concluded that student's reading comprehension of narrative text improved significantly by applying Predict, Locate, Add, and Note reading strategy.

5. **Seagrave, Lindy J. (2006)** carried out a research entitled "*Implementation of The Plan Reading Strategy in a secondary science classroom*". The purpose of this project was to determine if textbook reading comprehension increased when the PLAN reading strategy was implemented towards a tenth grade Biology classroom. This strategy involved before, during and after reading activities. The instruments used for data collection during this study included analysis of base and PLAN scores for each student, a post-PLAN student survey, and field notes. Twenty-six tenth grade Biology students enrolled in a small, Midwestern school district participated in this study. The results showed marginal increases in the achievement level of all students, but seemed to have a larger effect on the lower achieving students. They indicated that they were largely undecided as to the benefits of the PLAN reading strategy. While overall results showed a slight increase in reading comprehension, a longer study time may result in more favorable results.

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On the other hand, Seagrave, Lindy J. (2006) conducted one strategy to increase the students' reading comprehension level; PLAN, in the same group of participants. In contrast, this recent study compared two strategies in different group of participants to identify whether these two strategies give significant differences in reading comprehension or not. Besides, two strategies both TPRC and PLAN compared in this current study while this study was only focused in applying PLAN. Another difference is that this study was focused on Twenty-six tenth grade biology students enrolled in a small, while this recent study focused on two classes of university students. Both of the strategies were used in the same classroom twice a week after school. The results of this study were that applying PLAN showed marginal increases in the achievement level of all students, but seemed to have a larger effect on the lower achieving students. They indicated that they were largely undecided as to the benefits of the PLAN reading strategy.

6. **Cromley, Grace J. (2005)**, carried out a research entitled, "*Reading Comprehension Component Processes in Early Adolescence*". This current dissertation study replicated a comparison of the Construction-Integration (CI), Verbal Efficiency (VE), and Inferential Mediation (IM) models of reading comprehension, the latter model was based on an extensive literature review. It then tested the fit of four variations on the IM model. Ninth-grade students ranging from 1st to 99th percentiles on comprehension completed measures of background knowledge, inference,

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strategies, vocabulary, word reading and comprehension. The researcher developed the measured background knowledge, inference and strategies. This study validated and refined a new model of reading comprehension. The results suggested that both the direct and indirect effects of the components were important for comprehension. The results also suggested that vocabulary and background knowledge might first be targeted for interventions with 11th grade students who struggled with reading comprehension. The implications for future research were also discussed.

This study mostly discussed about reading comprehension processes in early adolescence which was very suitable with the participants of this recent study, the early adolescent students. This study had three models in improving reading comprehension, while this recent study was only focused on two strategies; TPRC and PLAN strategies. Another difference is that the participants of this study were chosen using simple-random sampling, which was based on individual ability, while this recent study used cluster-random sampling where both groups had homogenous ability. This study showed that there were six reading comprehension components; background knowledge, inference, strategies, vocabulary, word reading and comprehension – but there were two components which were the first targets of the 11th grade students who struggled with reading comprehension, that is; vocabulary and background knowledge. According to the findings of this study, it could be said that

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there were some overviews to be considered to conduct this recent research related to the first grade of the students and the appropriate reading comprehension component targets to the students' level.

7. **Manoochehr Jafarigohar** (2012), Payame Noor University, Tehran, Iran, conducted a correlational research entitled "*The Effect of Anxiety on Reading Comprehension among Distance EFL Learners.*" This study investigated the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distant EFL learners with age and gender serving as moderator variables. The research was carried out with a group of 112 male and female junior and senior students studying English at Mashhad Payame Noor University. A 33-item Likert-style Foreign Language Reading Anxiety Scale, a 28-item reading comprehension test, and a demographic questionnaire were completed by the participants. The Pearson product moment correlation, t-Test, and one-way ANOVA were used to analyze the data. The results indicated that there was a significant negative relationship between FLRA and reading comprehension. He found that no such relationship was found between foreign language, reading anxiety and age; and finally compared to males, females suffered more from anxiety.

Referring to the process of the collecting data of this study, there are some inspiring ideas which can be applied during the class, such as giving some information that there was no such relationship was found

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between foreign language, reading anxiety and age; and finally compared to males, females suffered more from anxiety. Although this recent study was limited to reading comprehension, this idea could be used as a tribute to students who succeeded in their lesson. This study investigated the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners with age and gender serving as moderator variables. In contrast, this current study is only focused on students' reading comprehension. Another difference is demographic questionnaire and a 28-item reading comprehension test used to collect the data, while this recent study used pre-test and posttest and observation checklist.

8. **Meral Ozkan Gurses and Oktay Cem Adiguzel** (2013), Department of Foreign Languages, Eskisehir Osmangazi University, Turkey and Department of Educational Sciences, Faculty of Education, Anadolu University, Turkey conducted a research entitled "*The Effect of Strategy Instruction Based on the Cognitive Academic Language Learning Approach over Reading Comprehension and Strategy Use.*" The study investigated the effects of reading strategies instruction based on the Cognitive Academic Language Learning Approach over students' skill to comprehend what they read in French and their use of reading strategies.

It was an action research design. Eighteen students studying at French Preparatory Program at Eskisehir Osmangazi University, during the academic year of 2009-2010 participated in the study. The data were

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collected through a Reading Comprehension Achievement Test, Reading, Strategy Scale, and Think-Aloud Technique. The findings indicated that strategies instruction had positive effects on students' reading comprehension in French and their use of reading strategies. After strategy instruction, students employed more frequently several reading strategies and alternated the strategies they used. In conclusion, the Cognitive Academic Language Learning Approach could be implemented as an effective model in teaching reading strategies for French as a foreign language at higher education level.

Meral Ozkan Gurses and Oktay Cem Adiguzel (2013) conducted the classroom action research about the effects of reading strategies instruction based on the Cognitive Academic Language Learning Approach over students' skill to comprehend what they read in French and their use of reading strategies. The data of their research were collected through Reading Comprehension Achievement Test, Reading, Strategy Scale, and Think-Aloud Technique. The findings indicated that strategies instruction had positive effects on students' reading comprehension in French and their use of reading strategies.

9. **Stanfield, Gayle M.** (2010) conducted a research entitled, *The Effects on Reading Attitude and Reading Behaviors of Third-Grade Students of Senior High School*. The purpose of this study was to find out whether the third grade literacy students who received incentive rewards as part of

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their instruction exhibited significantly higher reading habits and attitudes towards recreational reading than they did before the incentives were introduced. The study examined 19 third grade students with fairly high intellectual abilities. Weekly data were kept on the number of Accelerated Reader (AR) books read as well as scores on the AR tests. The baseline was the first four weeks of school, the incentives (prizes) were given the next four weeks. The findings indicated that students' attitudes became worse over the entire length of the study. Prizes included certificates, food, books, pencils, bookmarks, or anything that might be attractive to the recipients. The conclusion was that the reading incentives were counter-productive even though the number of books read and the scores on the test remained the same.

Referring to the process of the collecting data of this study, there are some inspiring ideas which can be applied during the class, such as giving some incentives (prizes) to the students who can achieve the goal of the lesson. Although this recent study was limited to reading comprehension, this idea can be used as a tribute to students who succeed in their lesson. This study was focused on the psychological factors in students' reading attitude and behaviors. In contrast, this recent study was only focused on students' reading comprehension. Another difference is that the participants of this study were chosen by using simple-random sampling based on individual ability, while this recent study used cluster-random sampling where both groups had homogenous ability.

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10. Alvermann, Donna E. (2014), conducted a correlational research entitled “*The Compensatory Effect of Graphic Organizer on Descriptive Text.*” This study used experimental research design. The study investigated the use of graphic organizers to compensate for text that was less than optimal in its organization. The sample of this research was 128 students from a larger pool of tenth graders enrolled in Regents and non-Regents courses at a small city high school in upstate New York. These students had been given *Stanford Diagnostic Reading Test* (Blue level) as part of a routine school procedure during the semester in which the study was conducted. The result supported assimilation encoding theory and suggested that organizers aid recall when readers must reorganize information but do not help when reorganization is unnecessary. All students, regardless of reading level, benefited from the use of graphic organizers.

This study was mostly discussed the use of graphic organizers to composite for texts. The difference is that the participants of this study were chosen using random assignment through reading comprehension, while this recent study used cluster-random sampling where both groups had homogenous ability. This study showed that students at both the upper and lower levels of the reading comprehension continuum appeared to benefit from the use of graphic organizers.

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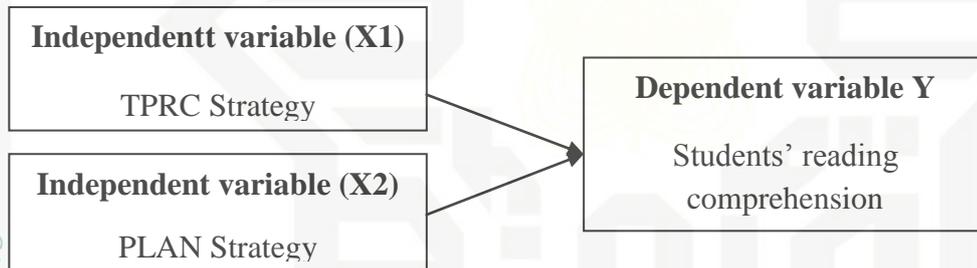
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2.5. Operational Concepts and Indicators.

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation towards the research. Three variables were used in this research, i.e. variable X_1 and X_2 as independent variables (TPRC and PLAN) and variable Y as dependent variable (students' reading comprehension). The indicators compared dealt with students' reading comprehension before and after being taught by using Think, Predict, Read, and Connect strategy and Predict, Locate, Add, and Note strategy.

The illustration of operational concept of this research can be drawn as follows:

Figure II. 3: Operational Concept



2.5.1. Indicators of Think, Predict, Read, and Connect Strategy as independent variable.

- a. The teacher previews the text
- b. The teacher asks students to take a piece of paper, then divides the paper into 3 columns, that is; "think", "predict", and "connect".
- c. The teacher gives students a topic and asks them to think. Then, write down what they thought about the topic in "think" column.
- d. The teacher asks students to review what was written in the "think" column.

- e. The teacher asks students to read the text silently, and asks them to mark the text, if it included information they predicted.
- f. The teacher asks students to record the thoughts in the “connect” column

2.5.2. Indicators of Predict, Locate, Add, and Note reading strategy as independent variable.

- a. The teacher introduces about the Predict, Locate, Add, and Note (PLAN) Strategy and explains it to the students.
- b. The teacher gives one example to the students in using, Predict, Locate, Add, Note (PLAN) Strategy in reading comprehension.
- c. The teacher gives explanation to the students about, Predict, Locate, Add, Note (PLAN) Strategy briefly.
- d. The teacher asks the students to apply that strategy in reading comprehension.
- e. The teacher gives a chance to the students to make questions about, Plan, Locate, Add, Note (PLAN) Strategy and they discuss it.

2.5.3. Indicator Y1 (Reading Comprehension) as dependent variable.

- a. The students are able to identify the main idea of descriptive text.
- b. The students are able to identify the detail information of descriptive text. (What, who, when, where, and how)
- c. The students are able to identify synonym/antonym of descriptive text.
- d. The students are able to identify the reference of descriptive text.
- e. The students are able to identify the inference of descriptive text.

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2.6. Assumptions and Hypotheses

2.6.1. The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. Furthermore, Ersanda, Edo (2015) states that TPRC is effective for teaching reading comprehension of descriptive text and there was a significant difference in students' achievement of reading test between those who were taught using TPRC and those who were taught without using TPRC and the PLAN reading strategy was defined as a study-reading strategy "...which helps students develop strategic approaches to reading" (Caverly, Mandeville, & Nicholson, 1995, p. 190). It was assumed that using Think, Predict, Read, and Connect (TPRC) Strategy, and Predict, Locate, Add, and Note (PLAN) Strategy were suitable strategies to teach reading comprehension, especially reading descriptive text. Using both strategies, students can increase their capability in Reading comprehension.

2.6.2. Hypotheses

There are two kinds of hypotheses in this research, null hypothesis and alternative hypothesis. The research hypotheses are formulated as in the following:

H₀₁ : There is no significant difference of students' reading comprehension pretest mean score between the experimental group 1 and the experimental group 2 at Language Development Center UIN SUSKA Riau.

Ha2 : There is a significant difference of students' reading comprehension between the pre-test and the post-test mean score by using TPRC Strategy of the experimental groups at Language Development Center UIN SUSKA Riau.

Ha3 : There is a significant difference of students' reading comprehension between the pre-test and the post-test mean score by using PLAN Strategy at Language Development Center, UIN SUSKA Riau.

Ha4 : There is a significant difference of students' reading comprehension post-test mean score between the experimental group 1 and the experimental group 2 at Language Development Center UIN SUSKA Riau.

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