

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frameworks

1. The Nature of Reading Comprehension

Reading is one of the crucial skills that has to be learned by every language learner. It is an essential language skill for learners of English to be able to figure out the author's purpose in presenting the material, comprehend some valuable information stated in the passage in relation to comprehend the overall content of reading materials. As one of receptive language skills in teaching and learning process, reading is an important way to improve general language skills in English, and certainly by doing this activity English learners can enlarge their knowledge.

Various definitions of reading have been given by many theorists. According to Linse and Nunan, "reading is a set of skill that involves making sense and deriving meaning from the printed word."¹ In order to read, readers must be able to decode the printed words and also comprehend what we read. It is not only the process of eyes movement to the printed materials, but also the process of thinking. It means reading is a process of understanding the text to get information and knowledge. In this activity, a reader is actively responsible for making sense of text and know the meaning of the text.

Moreillon argued "reading is making meaning from print to visual information, it is an active process that requires a great deal of practice and skill."² Meaning that learners must be able to decode the printed words and to comprehend what they read to get the ideas written in the language. In the other words, a reader must have ability to make

¹ Caroline T.Linse, *Op.Cit*, p.69

² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

words mean something. Pertaining to the idea above, Johnson indicates that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place³. In this case, when the reader read, she or he combines visual and non visual information to create meaning of the text.

Furthermore, according to Bernhards in Murcia, reading is an interactive, sociocognitive process, involving a text, a reader and a social context. In reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language.⁴ However, the expectation in reading is to make meaning or to comprehend what we read. It is supported by Hasibuan and Anshari that state reading as an interactive process that goes on between the reader and the text, resulting in comprehension.⁵ So, the key success in reading is a comprehension, the reader needs their brains to process the words in the text in order to generate an understanding the meaning of the text.

The syllabus of English language teaching at the Senior High School level states that the major goal of students learn reading is comprehension. Comprehension is the action or capability of understanding something. According to Longman Dictionary of Language Teaching and Applied Linguistics, “comprehension is the identification of the intended meaning of written or spoken communication.”⁶ While, Oxford Advanced Learner’s Dictionary of Current English states that “comprehension is the mind’s act or

³Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. (Maryland: Rowman & Littlefield Publishers, Inc, 2008) p. 3

⁴ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*. (Boston: Heinle & Heinle, 2001), p.154

⁵ Kalayo Hasibuan , and M. Fauzan Anshari, *Op.Cit*, p. 115

⁶ Jack C Richard. et al. *Op.Cit*, p.108

power of understanding.”⁷ In reading, comprehension is the process of deriving meaning from the written text to our mind.

Tankersley indicates that comprehension is the center of reading.⁸ Making connections is the key of comprehension. So that, the reader needs to comprehend the text in order to get the information from the text. It means that if the reader cannot comprehend the reading material, they will get nothing from the text, but if the reader can get something from the text, it can indicate that they have been doing the process of comprehending.

Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. According to Vaughn and Thompson, reading comprehension includes the following:⁹

- a. Applying one’s knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader’s text and goals,
- e. Recognizing the author’s purpose,
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions.

To comprehend English text is not easy because English text has so many words that unfamiliar to the students. English text sometimes has similar word but different meaning, so that when the text is being read, students have to be able to differentiate such a

⁷ AS Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (New York: Oxford University Press, 1974), p. 173

⁸ Karen Tankersley, *The Threads of Reading*. (Virginia: ASCD, 2003), p.90

⁹Sharon Vaughn and Sylvia Linan-Thompson, *Research-based methods of reading instruction*, grades K–3. (New York: Association for Supervision and Curriculum Development) (ASCD), 2004, P. 99

language feature in order to grasp the information in reading text. These all should be done for comprehension. As far as comprehension is concerned, Willis argues that “successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading”.¹⁰ It is clear that comprehension needs understanding, interesting with the text and the purpose for reading.

In addition, Snow and Chair state that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They also mentioned that comprehension entails three elements, such as:¹¹

- a. The *reader* who is doing the comprehending.

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge.

- b. The *text* that is to be comprehended.

Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

- c. The *activity* in which comprehension is a part.

¹⁰Judy Willis, *Teaching the brain to read : strategies for improving fluency, vocabulary, and comprehension*. (Virginia: Association for Supervision and Curriculum Development (ASCD), 2008), p. 128

¹¹Catherine Snow and Chair. *Reading for Understanding : Toward a Research and Development Program in Rreading Comprehension*. (U.S Department of Education: Library of Congress Caaloging-in-Publication Data, 2002), p. 11

Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.

In reading, there are some factors can affect students' success. These factors such as students' vision problems, lack of interest in the book, lack of background knowledge, lack of strong vocabulary base, Intelligence with the ability to learn, problem solve, or see relationships in reading and sometimes factors could be derived from the teaching strategy. Based on the factors explained above, it is clear that to improve students' reading comprehension is how teachers can apply strategy in learning language and make the students interested in reading.

According to Tankersley, the following four important factors influence reading comprehension:¹²

- a. *Command of the linguistic structure of the text.* Readers need to know how to decode text quickly and draw meaning from the text.
- b. *Adequate vocabulary in the content area.* A good vocabulary enables readers to process words automatically while reading.
- c. *Degree of metacognitive control of the text.* Readers must know how to self-monitor and reflect on their level of understanding during the act of reading.
- d. *Adequate domain knowledge.* Background knowledge helps us connect to the text we are reading. Without the ability to connect and relate to the text, we will derive little meaning from it; without meaning, no comprehension can result.

¹²Karen Tankersley, *Literacy strategies for grades 4-12 : reinforcing the threads of reading..* (Virginia: Association for Supervision and Curriculum Development (ASCD), 2005), p.108

Moreover, Westwood says “A reader’s understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, using of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.”¹³

2. Teaching Reading Comprehension

Reading is very important for all of the learners of English. It is a process where there is an interaction between the teachers and the students to get information based on the text. Teaching reading is an instruction to help the students to acquire the ability to understand the text, furthermore the teacher will lead the students to get what they have read from the text. Basically, The goal of teaching reading is to make the readers able to get the ideas, to get the information and to comprehend the text that they read. It means if the readers read the text, they will be able to get the information from the text and to synthesize and evaluate the information that they get from the text. It is an essential part of the reading process.

There are several instructional practices that the teacher can use to improve the reading comprehension of the students. In teaching reading comprehension, the teacher needs integrating variety of instructional practices including reading strategies, techniques and skills. Report of National Reading Panel 2000 in Klingner et al synthesizes reading comprehension intervention strategies, these include:

- 1) Teaching students to monitor their comprehension and to implement procedures when difficulties in understanding text arise.

¹³Peter S. Westwood, *Reading and learning difficulties: approaches to teaching and assessment*. (Australian Council for Educational Research: National Library of Australia Cataloguing. 2001), p. 23

- 2) Using cooperative learning practices while implementing comprehension strategies in the context of reading.
- 3) Providing graphic and semantic organizers that assist students in writing about, or drawing, relationship from the story.
- 4) Providing support for questioning strategy through (a) structures that assist students in answering critical questions about the passage, (b) feedback to students regarding their answer to question about text, and (c) opportunities for students to ask and answer their own the question about the text.
- 5) Teaching students to write important ideas about they've read and to summarize these idea after longer passage are read.
- 6) Teaching students to use multicomponent strategies that integrated and apply several strategies.¹⁴

Moreover, William stated in Nation that there are several principles in teaching reading, such as:¹⁵

a. Meaning-focused input

It involves getting input through reading where the learner's focus is on understanding the message.

b. Meaning-focused output

It involves when the learner's focus is on others understanding the message.

c. Language-focused learning

It involves deliberate attention to language features and in the decontextualised learning and teaching.

¹⁴ Jannete K Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p. 102

¹⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009) p.6

d. Fluency development

Making the best use of what is already known.

In conclusion, there is a process of interaction between students and teachers in teaching reading. Hence, the teachers have to pay attention to the principles and instructional practices in teaching reading.

3. The Nature of Narrative Text

There are some kinds of texts that are taught to the students of senior high school level such as, narrative, recount, procedure, descriptive, spoof, analytical and hortatory exposition in form of monologue or essay. According to the time in conducting the research, the researcher limited the research by using narrative text in reading comprehension. In learning English, narrative is one kind of the texts that is learned by the second year students at state senior high school one Kuantan Hilir.

According to Syafii, narrative is storytelling whether tells a true story or fiction.¹⁶ The stories happen in the past. Thus, narrative text uses past tense. The story can be legend, fable, romantic, myth, folktale, horror, and so on. Sudarwati and Grace indicate the purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution¹⁷. It means that by reading a narrative text the readers can feel comfort because narrative text amuses the reader with the story.

¹⁶ M. Syafi'i S. et. al. *The Effective Paragraph Developments: The process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 53

¹⁷ Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 2 An English Course for Senior High School students Year XI Science and Social Program*. (Jakarta: Erlangga, 2007), p. 154

Hasibuan states that there are three generic structures of narrative text¹⁸. They are: orientation, complication, and resolution.

- a. *Orientation* contains the introduction of main characters in a setting of time and place. Another way to construct the orientation part is trying to answer the questions that use who, when, and where.
- b. *Complication* will be filled by explanation of problems, and main characters find ways to solve the problem. The complication is the heart structure of narrative text.
- c. *Resolution*, usually explains the moral value of the story and it is an ending of the story.

Besides, Knapp gives the explanation of grammatical features of narrating. There are six features¹⁹. They can be stated as follows:

- a. In arranging people and events in time and place, narrative paragraphs use:
 - 1) Action verbs
 - 2) Temporal connectives
- b. Using past tense, and also direct quotation of speech.
- c. In action sequences, mainly action verbs (bold) are used, while in reflections, mental verbs (italicized) predominate.
- d. Using metaphor action verbs for providing effective images.
- e. Using rhythm and repetition to provide effects, and
- f. Using comprising one word or a short phrase to provide poignant effects.

4. **The Nature of Directed Reading Activity (DRA) Strategy**

¹⁸ Kalayo Hasibuan, and M. Fauzan Ansyari. *Op. Cit*, p. 130.

¹⁹ Peter Knapp, and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press Ltd, 2005), p. 221

Directed Reading Activity (DRA) is a strategy for directing the student's silent reading with comprehension-level questions. It is a reading comprehension or critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text. It is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. In this strategy of reading, the students read with stops and pausing to discuss every few paragraphs.²⁰

Smith explains that Directed Reading Activity (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 pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading and follow-up activities that focus on the content of the text and the specific skill that students learned to use.²¹

Bett states that there are several purposes of DRA strategy, as follows:

- a. Teaches word identification skills.
- b. Elicits students' prior knowledge of the topic of the text.
- c. Teaches specific reading skills.
- d. Sets a purpose for reading.

²⁰Alan Crawford, *et al*, *Op.Cit* p. 42

²¹Dr. Samuel J. Smith, *Directed Reading Activity (DRA) Instructions*. (Liberty University : ACSI Orlando, 2007), p.1

- e. Encourages students to monitor their comprehension while they are reading.²²

DRA strategy has certain procedure in its implementation in teaching reading a story. According to Smith, the complete procedures in teaching reading text by using DRA strategy in teaching reading text by using DRA strategy will come as follows :²³

1. Teacher chooses a text.
2. Teacher selects vocabulary words from the text to be pretaught. The words 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 or sound of the word.
3. Teacher elicits prior knowledge on the topic of the text. Ask students, "What do you already know about _____?"
4. Teacher teaches 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 or contrast. If the text is an editorial, you might talk about how to identify fact from the author's opinion.
5. Teacher gives students a concrete purpose for reading. For example, "Read second paragraph to find out why the tiger angry."
6. Teacher monitors students read silently. Be available for questions as students read. Teacher can walk around the room asking individual students comprehension questions.

²² National Education Association, *DRA (Directed Reading Activity)*. (retrieved from <http://www.nea.org/tools/DRA-directed-reading-activity.html> on March 3rd 2013)

²³ Dr. Samuel J. Smith, *Op.Cit*, p.1

7. After students finished reading, teacher asks the purpose-setting statement as a question. Then encourage a discussion that comes from students' comments and questions.
8. Teacher engages students in follow-up activities. These activities should be designed to reinforce both the content of the text and the skill that students learned.

5. The Nature of Think-Pair-Share Strategy

There are many kinds of strategies in cooperative learning, one of them is think-pair-share strategy. In this strategy, the learning process is based on group cooperation among the students. For this reason, everybody can interpret that in think-pair-share strategy, the students are not working alone, but in this situation the students are designed to have cooperation in groups. They help one another to master the material. The think-pair-share strategy was originally developed by Professor Frank Lyman at the University of Maryland in 1985.²⁴ It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages.

According to Havens, Think-Pair-Share strategy is a discussion strategy that can be used as a pre-reading activity, problem solving strategy, or as a follow-up activity.²⁵ Furthermore, Crawford states that Think-Pair-Share strategy is one of the strategy in understanding narrative text for having students think of individual answer to a question posed by the teacher, and then share their answer with a partner. Later, the teacher calls on two or three pairs to share their answers with the whole class.²⁶ In addition, Arends

²⁴ Richard I. Arends, *Op.Cit*, p. 354

²⁵ Virginia Department of Education, *English SOL Enhanced Scope and Sequence for READING*. (Virginia: Virginia Department of Education, 2004), p.5

²⁶ Alan Crawford. *Op.Cit*. p. 42

indicates that Think-Pair-Share is a strategy that has built in procedures for giving students more time to think and to respond and to help each other.

Frank Lyman, the developer of this strategy explains that think-pair share is a simple strategy. It is a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group.²⁷ This strategy has some functions. Kagan mentions some of its functions, such as generating and revising hypotheses, participation and involvement.²⁸ Besides, Think-Pair-Share strategy has many uses in learning. It can be used for note check, vocabulary review, quiz review, reading comprehension, concept review, lecture check, outline, discussion questions, partner reading, and so on.²⁹

Arends explains that there are three steps of action in think-pair-share technique, they are as follows:³⁰

Think – the “think part of think-pair-share is designated as a time either after a question or reading for students to think independently about the topic. Students may want to write down notes or ideas as the brainstorm about the topic. The time allocated for thinking should be considerate about the reading.

Pair – after independent thinking time is over, students should “pair” up with classmate. The goal of pairing student is to give the opportunity to discuss ideas and thought. During this time, the students will decide what they wish to share as a team about the topic.

²⁷ Jay McTighe and Frank T. Lyman, *Op.Cit*, p.19

²⁸ Spencer Kagan, *Cooperative Learning: The Structural Approach*. (San Juan Capistrano: The Association for Supervision and Curriculum Development, 1989), p. 14

²⁹ Saskatoon Public School, *Instructional Strategies Online*, (retrivied from : <http://olc.spsd.sk.ca/de/pd/instr/strats/think/onMarch2013>)

³⁰ Richard I. Arends, *Op.Cit*, p.355

Share – during the “sharing” step, students will reveal their ideas on the topic or questions to the entire class. The team can decide what to share or if there are any disagreements they can give their own thought and reasoning.

The teaching procedure in learning process by using Think-Pair-Share strategy in the classroom are as follows:

1. Students are divided into some groups.
2. Teacher gives the example of text to the students.
3. Students are posed questions based on reading passage.
4. Teacher asks the students read silently the reading passage for some minutes. During this step, individuals though silently about the questions posed by the teacher.
5. Teacher asks the students to sit with their partner in pairs.
6. Teacher asks the students to exchange thoughts for some minutes with their partner.
7. The pairs are given times to share their responses with other pairs, other teams or entire groups randomly.

Douglas states that Think-Pair-Share strategy in reading can help English language learner and struggling readers better comprehend what they read. This strategy works well with English language learners because it allows them to formulate their ideas on their own, test them out in a non- threatening way with their partners. Then reinforced by their partners feedback, share their ideas with the class. It also lets them work out meaning with their partners, expanding and possibly correcting what they gathered from the reading.³¹This activity can help the students comprehend the text easily.

B. The Relevant Research

³¹Ellen Douglas, *Reading Comprehension Strategies for English Language Learning*. (retrivied from <http://www.learnnc.org/lp/pages/7240ndecember3rd,2012>).

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.³² The relevant research is presented to give the empirical support of this research. The writer proposes two studies conducted by students' researchers as follows:

1. In 2011, Martina conducted an experimental research entitled "The Effectiveness of Think-Pair-Share Strategy toward Students' Reading Comprehension at the Second Year of SMPN 1 Air Tiris of Kampar Regency". She found that the mean of post-test scores of the students' reading comprehension taught by using Think-Pair-Share strategy was 73.53. It was categorized into good. On the other hand, the mean of post-test scores of students' reading comprehension taught by using conventional strategy was 62.90. It was categorized into enough.³³ So, based on data analysis, students' reading comprehension who were taught by using Think-Pair-Share strategy is better than students' reading comprehension who were taught by using conventional strategy.
2. In 2007, Doni Sahputra conducted a comparative research entitled "Comparison Between Critical Reading and Traditional Reading Technique in Reading Comprehension by the Second Semester of English Education Department UIN SUSKA Pekanbaru Riau". He found that the mean score of the students' reading comprehension who are taught by using critical reading technique is 75, while the mean score of the students who are taught by using traditional reading technique is only 59,69³⁴. So, There is a significant difference between the students' reading comprehension which is taught by using critical reading and traditional reading technique. It means, students' reading comprehension who

³² M. Syafii S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2011), p.122.

³³ Martina, *Op.Cit*

³⁴ Doni Sahputra, *a comparative research entitled " Comparison Between Critical Reading and Traditional Reading Technique in Reading Comprehension by the Second Semester of English Education Department UIN SUSKA Pekanbaru Riau*. (Pekanbaru: Unpublished) 2011

are taught by using critical reading technique is better than students' reading comprehension who are taught by using traditional reading technique.

3. In 2012, Ilham conducted a research entitled "The Effect of Using Directed Reading Activity (DRA) Strategy Toward Students' Reading Comprehension of High School Al-Huda Pekanbaru". It was experimental research. In his research, student's reading comprehension of narrative text which taught by using DRA strategy is better than students' reading comprehension of narrative text which taught without using DRA strategy. Experimental group's scores were classified as "B" or "Good". Whereas, control group's scores were classified as "D" or "Less Adequate"³⁵. Therefore, experimental group got the best score in reading comprehension in narrative text.

C. The Operational Concept

Operational concept is used to avoid misunderstanding and misinterpreting on the variables observed in this research. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.³⁶ The dependent variable (Y) in this research is students' reading comprehension. There independent variables in this research are Directed Reading Activity strategy (X_1) and Think-Pair-Share strategy (X_2).

1. The indicators of students' reading comprehension (variable Y) are as follows:
 - a. Student's ability to find the main idea of the narrative text.
 - b. Student's ability to identify the generic structure of the narrative text.
 - c. Student's ability to identify the language features of the narrative text.
 - d. Student's ability to identify reference of the narrative text.

³⁵ Ilham, *The Effect of Using Directed Reading Activity (DRA) Strategy Toward Students' Reading Comprehension of High School Al-Huda Pekanbaru*, (Pekanbaru :Unpublished) 2012

³⁶Syafi'i, *Op Cit.*, p.122.

- e. Student's ability to identify inference of the narrative text.
2. The indicators of Directed Reading Activity strategy (X_1) are as follows:
 - a. Teacher chooses a text.
 - b. Teacher selects vocabulary words from the text to be pretaught.
 - c. Teacher elicits prior knowledge on the topic of the text.
 - d. Teacher teaches students a skill that will help them comprehend the text.
 - e. Teacher gives students a concrete purpose for reading.
 - f. Teacher monitors students read silently
 - g. Teacher asks the purpose-setting statement as a question. Then encourage a discussion that comes from students' comments and questions.
 - h. Teacher eangages students in follow-up activities.
 3. The indicators of Think-Pair-Share strategy (X_2) are as follows:
 - a. Students are divided into some groups.
 - b. Teacher gives the example of text to the students.
 - c. Students are posed questions based on reading passage.
 - d. Teacher asks the students read silently the reading passage for some minutes. During this step, individuals though silently about the questions posed by the teacher.
 - e. Teacher asks the students to sit with their partner in pairs.
 - f. Teacher asks the students to exchange thoughts for some minutes with their partner.
 - g. The pairs are given times to share their responses with other pairs, other teams or entire groups randomly.

D. Assumptions and Hypotheses

1. Assumptions

In general, assumptions for this research can be exposed as the following:

- a. Students' comprehension in reading the text is various.
- b. Students' reading comprehension taught by using Think Pair Share strategy is better than those are taught by using Directed Reading Activity Strategy.

2. Hypotheses

There are two hypotheses in this research, they are as follows:

- H_0 : There is no significant difference of the students' reading comprehension between those are taught by using Directed Reading Activity strategy and Think-Pair-Share strategy at State Senior High School 1 Kuantan Hilir.
- H_a : There is a significant difference of the students' reading comprehension between those are taught by using Directed Reading Activity strategy and Think-Pair-Share strategy at State Senior High School 1 Kuantan Hilir.

