

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Reading Comprehension

###### a. The Nature of Reading Comprehension

Various definition of reading has been given by some experts. According to the Longman Dictionary of English in Brunner, reading is defined as “the activity of looking at and understanding written words”.<sup>1</sup> From the teaching perspective, the emphasis should be on the word *understanding*. Without understanding, there is no *reading*.

“Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks, of reading, reading comprehension is the “sine qua non of reading”. Knowing how to read words has ultimately little value if the student is unable to construct meaning from the text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”.

Reading has been called as a process of decoding a particular writing system into a language or a learning process of getting meaning from written material. Reading is also a combination of the words recognition and intellect, and emotion interrelated with prior knowledge to understand the message of the communication.

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<sup>1</sup> Judi Tilton Brunner, *I Don't Get It: Helping Studentds Understanding What They Read*, (New York: Rowman & Littlefied Publisher, 20011), <http://www.library.nu> (Accessed December 20<sup>th</sup>, 2011)

According to Irwin, “Comprehension is an active process to which the reader brings his or her individual attitudes, interests, [and] expectations”.<sup>2</sup> It means that the students must be active readers. They must make themselves interested in reading text. But actually many students can not make their reading become interesting, so that they will feel bored to read.

Comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension. We do not comprehend unless we make connections and are able to process the words that we read at the thinking level.

According to Brunner, “Reading comprehension involves much more than readers’ responses to text”.<sup>3</sup> The readers must have response to the text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text. It means that before the students read the text, they have to bring their knowledge about the topic that they will read, and they must have a strategy to make their reading more interesting as well as variables related to the text itself. In here, the students have to make the text become interesting and they can understand the text well.

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<sup>2</sup> Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Alexandria: Association for Supervision and Curriculum Development, 2003), <http://www.library.nu> (Accessed Oktober 23, 2011)

<sup>3</sup> Judi Tilton Brunner, *Op.Cit.*, p. 41

In a landmark reading study, Durkin in Brunner, she summarized that reading comprehension instruction as following a three-step procedure, they are: mentioning, practicing, and assessing.<sup>4</sup> That is, teachers would *mention* the skill that they wanted students to use, then they would give them opportunities to *practice* that skill through workbooks or skill sheets, and finally *assess* whether or not they used the skill successfully.

Brunner explained that in an attempt to improve comprehension instruction, several theories provide the background for interpreting the instructional practices related to teaching reading comprehension.<sup>5</sup> Schema theory suggests that what we know about a topic or construct influences how much we can or will learn by reading a passage that addresses that topic. Thus, our knowledge and experiences related to key ideas in the text we read influence our understanding. The more we read and learn about the topic, the easier the next passage on that topic will be for us to understand.

According to Grellet in Kurniawati, reading comprehension involve understanding of the words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, and making judgment in evaluation.<sup>6</sup> In advance stage, the goals to be achieved are broader and mostly the

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<sup>4</sup> *Ibid.*, p.ix

<sup>5</sup> *Ibid.*, p. 92

<sup>6</sup> Desi Kurnia Wati, *The Effect of DRTA(Directed, Reading, Thinking, Activity) in Comprehending Reading Text for Second Year Students at SMPN 11 SIAK*, (Graduated Thesis: Islamic University of Riau, 2010), p.10

concept of reading. It does not only require improvement in reading speed but also in vocabulary recognition and comprehension of sentences as well as in paragraph and completely reading selection.

From a reader-response constructivist perspective Beach in Brunner, understanding what is read is related to the individual's experience and interpretations of these experiences. It means that this subjective component makes for a dynamic interaction between the reader and the text. Thus, what readers learn or how they respond to text is individualistic. Teachers and peers can facilitate and interact with other readers to enhance and extend learning.<sup>7</sup>

According to Tankersley, Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and the most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.<sup>8</sup>

When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process. One of the things that good readers do during the reading process is to make connections between background knowledge

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<sup>7</sup> Judi Tilton Brunner, *Loc.Cit.*

<sup>8</sup> Karen Tankersey, *Loc.Cit.*

and the new information in the text. Readers filter new information against their own background storehouse of information and life experiences and identify and sift relevant from non relevant information.

Effective readers monitor when the text is not understood or is not making sense and repair faulty comprehension whenever it occurs. Good readers make inferences during and after reading and are adapted at synthesizing information within and across texts. In addition to categorizing information, effective readers use prediction and draw conclusions from explicit as well as from implicit information. Effective readers visualize the information in the text as they read and create images using the different senses to better understand what is read.<sup>9</sup>

### **b. Components of Reading Paragraphs**

There are five reading components that may help students to read carefully. They are:<sup>10</sup>

#### **1. Main Idea**

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasize a special aspect of the topic. The main idea usually expresses as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or

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<sup>9</sup> *Ibid.*

<sup>10</sup> Nur Afni, *The Effect of Using Anticipation Guide Strategy toward Students' Reading Comprehension at the Secon Year of SMAS AL-MUSLIMUN Sikijang*, (Graduated Thesis: State Islamic University Sultan Syarif Kasim of Riau, 2012), pp. 9-13

she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

## **2. Factual of Information**

The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by WH-questions (where, why, what, who, how, etc).

## **3. Locating References**

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, them, etc. you will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent.

## **4. Making Inference**

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

## **5. Supporting Sentences**

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples,

reasons, statistics, explanations, or simply relevant information. It also supports main idea in order that all contents of text can be understood easily.<sup>11</sup>

### **c. Types of Reading**

#### **1. Extensive Reading**

There have been conflicting definitions of the term “extensive reading”. Some use it to refer to describe skimming and scanning activities,” others associate it to quantity of material.<sup>12</sup> Hafiz and Tudor stated that:

the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners’ command of the L2.<sup>13</sup>

The extensive reading varies according to students’ motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students.

Hedge also stated that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL programmes provided the selected texts are “authentic” – i.e. “not written for language learners and published in the original language” and “graded”. Teachers with EFL/ESL learners at low levels can either use “pedagogic” or “adapted” texts. Moreover, extensive reading enables learners to

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<sup>11</sup> Wassman, Rose and Rinsky, Ann Lee, *Effective Reading in Changing World*, (Prentice Hall. Upper Saddle River, New Jersey, 2000), p. 116

<sup>12</sup>Hesham Suleiman Alyousef, “TEACHING READING COMPREHENSION TO ESL/EFL LEARNERS,” *The Reading Matrix* 145, no. 2 (2005), <http://www.science direct.com/elsevier.com/locate/lindif> (Accessed December 20<sup>th</sup>, 2011)

<sup>13</sup> *Ibid.*

achieve their independency by reading either in class or at home, through sustained silent reading (SSR).<sup>14</sup>

Hedge briefs the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.<sup>15</sup>

## 2. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.”<sup>16</sup> These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Hafiz and Tudor differentiate between extensive and intensive reading:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.<sup>17</sup>

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<sup>14</sup> *Ibid.*, p. 146

<sup>15</sup> *Ibid.*

<sup>16</sup> *Ibid.*

<sup>17</sup> *Ibid.*, p. 147

#### **d. The Purpose of Reading**

Every activity done by someone has certain purpose. Reading also contains aims. Generally, the purpose of reading is classified into:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure or for interest
4. Reading to compare the information with the reader's own knowledge
5. Reading as social control

#### **e. The Students' Reading Comprehension**

According to Christina and Mary, reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected in audio-lingual tradition of language teaching.<sup>18</sup> Reading is not isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head)

Being a good teacher of reading starts with an understanding of what reading is. What exactly happens between text, brain, and eyes when we engaged in this

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<sup>18</sup> Christina Bratt Paulston & Mary Newton Bruder, *Teaching English as Second Language Techniques and Procedures*, (Massachusetts: Winthrop Publishers, Inc), <http://www.library.nu> (Accessed Oktober 21<sup>th</sup>, 2011)

delightful, magical practice called reading? a) Reading is the practice of using text to create meaning. The two key words here are creating and meaning. b) Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. c) Reading integrates visual and no visual information . during the act of reading, the visual information found on the page combines with the no visual information contained in your head to create meaning. d) Reading is the act of linking one idea to another.

Reading is not easy learning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension. According to Celce and Murcia, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.<sup>19</sup>

#### **f. The Factors Influencing Students' Reading Comprehension**

According to Torgesen in Peter Westwood, 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, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure. Reading with

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<sup>19</sup> Celce Mariane and Lois Murcia, *Teaching English as Second or Foreign Language*, (Routly, Massachusetts: Newburry House Publisher, Inc, 1979), pp. 150-152

understanding involves the smooth co-ordination of higher order cognitive processes (thinking, reasoning, analysing, connecting, reflecting) and lower order processes (word recognition, decoding).<sup>20</sup>

Carver in Peter Westwood stated that some children are poor comprehenders because they lack fluency in lower order reading processes. For example, slow reading caused by inefficient decoding very seriously impairs the understanding of text, while fluent reading normally enhances it. In the case of good readers, automaticity in word recognition allows short-term cognitive capacity (working memory) to be devoted almost entirely to comprehension.<sup>21</sup> Conversely, a lack of automaticity in word recognition or decoding causes short-term cognitive capacity to be overloaded or used inefficiently as the reader searches for contextual or other clues to help identify the words.

Children with limited vocabulary have comprehension difficulties for obvious reasons; they do not know the meanings of many words on the page, unless the text is very simple. Birsh in Peter Westwood indicates that reading comprehension is closely related to a child's oral language comprehension and vocabulary.<sup>22</sup>

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<sup>20</sup> Peter Westwood, *Reading and learning difficulties: approaches to teaching and assessment*, (Camberwell, Victoria: The Australian Council for Educational Research Ltd., 2001), <http://www.library.nu> (Accessed May 15<sup>th</sup>, 2012)

<sup>21</sup> *Ibid.*

<sup>22</sup> *Ibid.*

There are two factors that influence in reading comprehension, they are:

### **1. Internal Factor**

The internal factor means the factor which comes from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor deals with self motivation and interest.

#### **a. Motivation**

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from text. Brown divided the motivation into two kinds, they are; intrinsic and extrinsic motivation. Edward dice in Brown define intrinsic motivation, as follows:<sup>23</sup>

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self determination.

#### **b. Interest**

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. if one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

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<sup>23</sup> H. Douglas, Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1994), <http://www.library.nu> (Accessed Oktober 25<sup>th</sup>, 2011)

## **2. External Factor**

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

### **a. Reading Material**

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

### **b. Teacher of Reading**

The teacher should be careful in choosing the text, strategy, and giving the tasks because they are related to the students' reading comprehension achievement.

In line with the explanation of the factors that influence students reading comprehension, in this study the writer is interested in using Think, Predict, Read, and Connect strategy toward students' reading comprehension.

### **g. Text Type of Reading Comprehension**

According to Brunner, the Think, Predict, Tead and Connect strategy can be implemented in fiction, non-fiction and expository text.<sup>24</sup> In here the writer just focused on three types of the text. They are report, narrative, and expository text.

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<sup>24</sup> Judi Tilton Brunner, **Op.Cit.**, p.92

## 1. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.<sup>25</sup>

Informative reports are written about living things like plants and animals and non-living things like cars or oceans. An information report is used when we talk and write about, e.g. Bikes. When writing a description we only talk/write about one specific thing, e.g. My Bike.

Here are the generic structure of report:

a. General classification

General classification stating classification of general aspect of thing, such as animal, public place, plant, etc, which will be discussed in general;

b. Description

Description is describing the thing which will be discussed in detail, part per part, customs or deed for living creature and usage for materials, habit/behavior or 'uses' if no natural.

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<sup>25</sup> Rachmat Wahidi, *Genre of the Text*, (<http://rachmatwahidi.wordpress.com>, 2008-2009), pp 5-6

## 2. Narrative text

Syafi'i stated that narration is the telling or relating of occurrences or a series of events. It requires us to tell what happened.<sup>26</sup> Narrative text relates a realistic, imagined or fictitious story. It is written to entertain or amuse and interest the reader but simultaneously teaches, explains or informs.<sup>27</sup> Narrative text consists of certain structure. The structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Thus, narrative is a text that can entertain and amuse the reader by providing fictitious story.

Here are generic structures of Narrative:<sup>28</sup>

### a. Orientation

This sets the scene, creating a visual picture of setting, atmosphere and time of story. Characters and some minor characters are introduced with some detail about their personalities, attitudes and appearance. The clues are set in place for the coming complication. Thus, orientation is about character, such as, personalities, attitudes, and appearance.

### b. Complication

This resolved around conflicts or problem that affects the setting, time or characters. The hero is prevented from reaching his or her goal. A problem or series

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<sup>26</sup> M. Syafi'i. S at All, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: LBSI 2007), P 16

<sup>27</sup> John Barwick, *Targeting Text upper Level*, (Singapore: Blake Education, 2006)4

<sup>28</sup> *Ibid.* 5

of problem interrupt or complicate the lives of characters. Thus, complication is problems happened in the story.

c. Series of event

The story continuous through a series of expected and unexpected events create the contents of the story. The events can change becoming sad, humor, joy, and many more emotional conditions. Thus, it is about the events in the story, it can be expected and unexpected events.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problems or challenge. Thus, it is about giving solution or how to solve the problems.

e. Reorientation/coda

Some narratives texts have a coda or reorientation that returns the reader to present and sums up the events. Thus, it is about moral value in the story.

### **3. Analytical Exposition**

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.<sup>29</sup> Information, facts, and illustrations are needed to support the controlling idea of the text. So, a paragraph of exposition is a paragraph that explains or analyzes a topic.

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<sup>29</sup> Rahmat Wahidi, **Op.Cit.**,pp 2-3

Here are the generic structure of analytical exposition:

a. Thesis

In here, the writer introducing the topic and indicating the writer's position;

b. Argument 1

In argument 1, the writer explaining the argument to support the writer's position;

c. Argument 2

In argument 2, the writer explaining the other arguments support the writer's position more;

d. Reiteration

In here, the writer restating the writer's position.

## **2.Think, Predict, Read and Connect Strategy**

### **a. The Nature of Think, Predict, Read and Connect Strategy**

Think, Predict, Read, and Connect is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post reading). It emphasizes remembering, understanding, applying, analyzing, and evaluating.<sup>30</sup>

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<sup>30</sup> Judi Tilton Brunner, *Op.Cit.*, p. 92

According to Janette, Predicting involves finding clues in the structure and content of a passage that might suggest what will happen next. Students will be easy to understand a text if the students can predict what the topic is about.<sup>31</sup>

Good readers automatically predict and confirm what will or will not happen in the text and merge their knowledge and ideas with the author's. Poor readers do not make predictions or verifications as they read. Think, Predict, Read, and Connect strategy helps readers learn to think, and to make prediction before they read and verify those predictions as they read, and connect their reading text after they read.

#### **b. The Purpose of Think, Predict, Read, and Connect Strategy**

The using of Think, Predict, Read, and Connect strategy helps students develop critical thinking expertise. Not only they will develop the ability to set a purpose for reading, but also they will learn to make logical prediction and decisions based upon the information read. Key terms of this strategy are remember, understand, apply, and analyze. Janette also states that Predicting activates prior knowledge and motivates students to continue reading the passage to determine if their predictions were correct.<sup>32</sup> So, this activity may be used with an individual, a small group, or a whole class. This activity can be easily adapted for any narrative or expository selection at any level of difficulty.

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<sup>31</sup> Janette K. Klingner, *Teaching reading comprehension to students with learning difficulties*, (New York: The Guilford Press, 2007), <http://www.library.nu> (accessed December,23<sup>th</sup>, 20011)

<sup>32</sup> *Ibid.*

According to Ruedel in Brunner, the purpose of Think, Predict, Read, and Connect strategy is to help students develop general knowledge before, during, and after reading. The teacher asks students to think about the topic, and then make a prediction based on the topic. This activity will be done by the students at the pre-reading. After making a prediction about the text topic, students read the text to see if it is same as their prediction or not. This activity will be done at during reading. The last, teacher asks to students to connect the information from text that they read and the information that they get before they read the text.<sup>33</sup>

### **c. The Advantages of Think, Predict, Read, and Connect strategy**

According to Brunner, there are some advantages that we can get from applying this strategy, they are:<sup>34</sup>

1. Provide structure for reading
2. Activate background knowledge
3. Provide critical information for the teacher about students' preconceived knowledge
4. Straightforward, easy to explain and understand
5. Helpful tool for students to use when reading independently
6. Can be done individually or with small groups

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<sup>33</sup> Judi Tilton Brunner, *Loc.Cit.*

<sup>34</sup> *Ibid.*, p.93

**d. The Procedures in Teaching Reading Comprehension Through Think, Predict, Read, and Connect Strategy**

According to Brunner, there are some steps in process of Think, Predict, Read, and Connect strategy to get the level of understanding or comprehension in reading text. They are:<sup>35</sup>

1. Explain to students the topic for the lesson while activating their background knowledge. In here, teacher activates the students' prior knowledge before coming up to the next steps in this strategy.
2. Devide the students into groups of three or four.
3. Using notebook or sheets of paper, ask students to write the topic at the top. Using vertical lines, tell students to devide the paper into three equa sections.
4. At the top of the left column, ask students to write word "think". At the top of middle column, ask them to write the word "predict". At the top of the right column, have them to write the word "connect".
5. Ask students to think about what they already know about the topic. This information should be recorded in the "Think" column. Students will think about the topic, and develop the topic in their mind until they can think about something that has relation with the topic.
6. After explaining to students that they will be reading information on this topic, ask them to review what was written in the "think" column and

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<sup>35</sup> *Ibid.*, p.92

place a checkmark in the “predict” column beside the information they believe will be included in the text

7. Have students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the “connect” column.

You can select a text that is appropriate for the grade of level, or based on the textbook (text can be fiction, non-fiction, or expository).

**e. 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 in 2005 to help students in comprehending text.<sup>36</sup>

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. Thirds, 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

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<sup>36</sup> *Ibid.*

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 text. The lack of reading comprehension on the students are caused by some reasons:

1. The lack of interest and concentration in reading,
2. Failure to understand words and sentences in a text,
3. 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. It can be used to improve the students' reading comprehension.

## **B. Relevant Research**

### 1. Nur Afni

She conducted a research entitled the Effect of Using Anticipating Guide Strategy toward Students' Reading Comprehension at the Second Year of SMAS ALMUSLIMUN Sikijang. She found that there was a significant effect of Anticipating Guide on students' reading comprehension, and it could increase students' reading comprehension.<sup>37</sup>

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<sup>37</sup> Nur Afni, *Op.Cit.*, p.48

## 2. Agyemi Zulhadi Alga

He conducted a research entitled the Effect of Directed, Reading, Thinking, Activity Strategy toward Students' Reading Comprehension at the First Year of SMAN 1 Cerenti. He found that there was a significant effect of Direct Reading Thinking Activity on students' reading comprehension.<sup>38</sup>

### C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Think, Predict, Read, and Connect strategy is as variable X that gives the effect on the students' reading comprehension as variable Y. The indicators compared are about students' reading comprehension before and after being taught by using Think, Predict, Read, and Connect strategy.

1. Variable X (Think, Predict, Read, and Connect strategy)
  - a. Teacher previews the text
  - b. Teacher asks students to take a piece of paper, then divide the paper into 3 column, and name the each column with word "think", "predict", and the last is "connect".

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<sup>38</sup> Agyemi Zulhadi Alga, *The Effect of Directed Reading Thinking Activity(DRTA) Strategy Toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti*, (Graduated Thesis.,Islamic University of Riau, 2009), p.56

- c. Teacher gives students a topic and asks them to think about the topic. Then, write down what they think about the topic is in “think” column.
- d. Teacher asks students to predict about the topic based on their knowledge before. Then, asks them to review what was written in the “think” column and give a checkmark beside the information that they believe will be included in the text.
- e. Teacher asks students to read the text silently, and asks them to mark the text, if it includes information they predicted.
- f. Teacher asks students to record the thoughts in the “connect” column

## 2. Y Variable

- a. Students are able to Identify main idea or topic of the text
- b. Students are able to Identify certain information
- c. Students are able to Identify reference of the text
- d. Students are able to Make inference
- e. Students are able to Identify complication of the text
- f. Students are able to Identify arguments

## **D. Assumption and Hypotheses**

### **1. Assumptions**

In this research, the writer assumed that:

- a. The students’ reading comprehension taught by using Think, Predict, Read, and Connect Strategy is various.

- b. The students' reading comprehension without being taught by using Think, Predict, Read, and Connect Strategy is various.
- c. The better implementation of using Think, Predict, Read, and Connect Strategy in reading is, the better students' reading comprehension will be.

## 2. Hypotheses

### a. Alternative Hypotheses (Ha):

1. Students' reading comprehension taught by using Think, Predict, Read, and Connect Strategy towards reading comprehension is high.
2. Students' reading comprehension taught by using conventional strategy towards reading comprehension is low.
3. there is a significant effect of Using Think, Predict, Read, and Connect Strategy towards students' reading comprehension at the second year of SMA N 2 BANGKO-Bagansiapiapi

### b. The Null Hypotheses (Ho)

Ho: there is no significant effect of Think, Predict, Read, and Connect strategy towards students' reading comprehension at the second year of SMA N 2 BANGKO-Bagansiapiapi.