

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is not only a process in which the reader reads the words, sentence or the text but also wants to get something from reading materials. Mentioned by Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning⁹. Furthermore, Richard Anderson and the Commission on Reading define reading as the process of constructing meaning from written texts¹⁰. It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

There are some points of skilled reading¹¹. First, Constructive is learning to reason about written material using knowledge from everyday life and from disciplined fields of study. Second, fluent is mastery of basic process to the point where it is automatic, so that attention is free for the analysis of meaning. Third, strategic is controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending. Fourth, Motivated is able to sustain and learning that written material can be interesting and informative

⁹David Nunan. 2003. *Practical English Language Teaching*. Sydney: McGraw Hill. p.68

¹⁰Richard Anderson, *Reading Definitions*. Retrieved on Mei 16th 2011. <http://Irs.ed.uiuc.edu/students/jblanton/read/readingdef.htm>

¹¹*Ibid.*,

From the explanation above the researcher concludes that Constructive, fluent, appropriate strategy and motivated are some points of skilled reading. It means that, the students can comprehend in reading when they have some points above, and the teacher have responsible to help students to give that points.

2. The Nature of Reading Comprehension

Reading is an activity with a purpose. It is supported by Kalayo who explained the purpose of reading that also determines the appropriate approach to reading comprehension¹². Then, according to Irwin said that comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context)¹³. So, the researcher concludes that students can comprehend the reading material when the teachers use an appropriate strategy in teaching reading and comprehension is an active process which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge.

Moreover, Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language¹⁴. Therefore, it can be concluded that reading comprehension is a complex process by which a reader tries to reconstruct a

¹². Kalayo Hasibuan and M. Fausan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. p.113

¹³. Judith Westphal Irwin. 1986. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall. p.7

¹⁴. Karen Tankersley. 1952. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. New Jersey: Association for Supervision and Curriculum Department. p.142

meaning in graphic language by a researcher. Furthermore, Irwin also points out that there are five comprehension processes¹⁵:

a. Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. The initial chunking and selective recall of individual idea units within individual sentences can be called microprocessing. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrases. And the second major skill required for microprocessing is the ability to select what idea units to remember.

b. Integrative Processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationships between clauses and/or between sentences must also be comprehended. The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main topics in an

¹⁵Judith Westphal Irwin. *op.cit.* p.2-6

organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary for macroprocessing. The first is the ability to select the general ideas and to summarize the passage. And the second major microprocessing skill is the ability to use the author's general organizational pattern to organize one's own memory representation.

d. Elaborative Processes

We often make inferences neither necessarily intended by the author and neither required for a literal interpretation. For instance, we may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative processing.

e. Metacognitive Processes

Metacognition may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long-term recall. The process of adjusting one's strategies to control comprehension and long-term recall can be called metacognitive processing.

From the explanation above the researcher concludes that there are five comprehension processes which are important to know, they are Micro Processes,

Integrative Processes, Macro Processes, Elaborative Processes, and Metacognitive Processes. Each of that component has influent to deepen the reading comprehension.

3. The Factors that Influence Reading Comprehension

Dorn and Soffos say that reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning¹⁶. In addition, Dorn and Soffos also say that there are some factors that influence reading comprehension. They mention that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies¹⁷.

Anthon in and Ula state that there are two factors that influence reading comprehension. The external factors come from the outside reader's head and the internal factors come from the inside reader's head¹⁸.

The internal and external factors of reading comprehension can be seen bellow:

External	Internal
Size of print	Linguistic competence
Text Format	Word meaning
Clanty of writing	Prior knowledge about the topic
Distraction	Goal/ purpose of reading
Interest of material	Interest in the topic

¹⁶Linda J Dorn and Carla Soffos. 2005.*Teaching for Deep Comprehension*. New York: Stenhouse Publishers. p.6

¹⁷*Ibid.*,p.6

¹⁸Anthony V. Manzo and Ula Casale Manzo. 1990.*Content Area Reading: A Heuristic Approach*. Melbourne: Merril Publishing Company. p.23

Based on Kahayaninto Mubarak factors that influence reading comprehension comes from external and internal. External factors are including reading material and teacher of reading. Internal factors are including motivation and interest¹⁹. So, the researcher concludes that there are some factors that influence reading comprehension, they are: prior knowledge is something that students have before they read a reading text , materials are something that should be read by the students, motivation is something which is important for the students when they want to read, and the purpose of reading is the reasons of why the students read. So, by having all of that factors, the students are expected to comprehend their reading text.

4. Teaching Reading

Reading practice becomes essential parts of language teaching at every level²⁰. The success of a teacher can be decided by way of the presenting the material whether the language is acceptable and easy to understand by the students or not. According to Nunan there are eight principles for teaching reading. They are²¹:

- a. Exploiting the reader's background knowledge.
- b. Building a strong vocabulary base.
- c. Teaching for comprehension.
- d. Working on increasing reading rate.

¹⁹Mubarak. 2009. "*Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan At-Taqwa Pekanbaru*". Pekanbaru: Islamic University of Sultan Syarif Kasim Riau. p. 14-16

²⁰Kalayo Hasibuan, *Op.cit.*, p.113

²¹David Nunan, *Op.Cit.*, p.74-77

- e. Teaching reading strategies.
- f. Encouraging readers to transform strategies into skills.
- g. Building assessment and evaluation into your teaching.
- h. Striving for continuous improvement as a reading teacher.

In addition, Harmer also explained six principles behind the teaching of reading. They are²²:

1) Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the word means, see the pictures of the words are painting, understand the arguments, and work out if we agree with them.

2) Students need to be engaged with what they are reading

As with everything else in lessons, the students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

3) Student should be encouraged to respond to the content of a reading text, not just to the language

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

²²Jeremy Harmer. 1998. *How to Teach English: An Introduction to the Practice Language Teaching*. England: Longman. p.70-71

4) Prediction is a major factor in reading

The moment we get this hint – the book cover, the headline, the word – processed page – our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teacher should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

5) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for studying and later activation.

In conclusion, teaching reading with using the suitable teaching strategy can help the students overcome their problems in order to comprehend the reading texts.

5. Descriptive text

According to Rambe, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing²³.

The generic structure of descriptive text has structure as identification and description. Identification is identifying the phenomenon to be described. Description is describing the phenomenon in parts, qualities, and characteristics.

The Language Feature of Descriptive Text were using attributive and identifying process, using adjective and classifiers in nominal group and using simple present tense.

6. Nature of Technique

These are four things the teacher must do to make good decisions concerning the choice of an approach, method, technique and strategy.²⁴

a. Approach

Celce states that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like a collection of theory, there is no procedure and it is still general.

²³Perkasa Rambe. <http://kasarambe.blogspot.com/2013/02/descriptive-text-definition-and-purpose.html>.

²⁴Mariane celce. 2001. *Teaching English as a Second or Foreign Language Ed 3rd*. London: Thomson learning, Inc. P.9 & 90.

b. Method

Jack says that method is a way of teaching a language which is based on systematic principles and procedure, i.e. thus, method is about theory and also the procedure of theory²⁵.

c. Technique

Technique is a very specific type of learning activity use in one or more methods. A technique is a classroom device or activity and thus represents the narrowest of three concepts. Some techniques are widely used and found in many methods. Thus, technique is teacher performs or applies a few steps in learning process.²⁶

d. Strategy

Procedures used in learning, thinking,etc. which serve as a way of teaching a goal. Thus, strategy is students perform a few steps in learning process.²⁷

Rebbeca explains in learning strategies there are some learning strategies to enhance their own learning. There are two learning strategies ; direct and indirect strategies.²⁸

²⁵Jack C Richrad and Richard Smith. 2002. *Longman Dictionary of Language Teaching and Applied linguistics Ed 3rd*. London: Pearson Education Limited. P. 330

²⁶Opcit.

²⁷Jack c richard. Opcit. P.515

²⁸Rebbeca, L. 1990. *Language Learning Strategies: what every teacher should know*. New york: New Bury House Publisher. P.37

1) Direct strategies

Direct strategies are language learning strategies that directly involve the target language. The direct class composed of memory strategies, cognitive strategies and compensations strategy.

a. Memory strategies

Memory strategies sometimes called memonics. Memory strategies reflect very simple principles, such as arranging things in order, making associations and reviewing. These strategies consist of creating mental linkages, applying images and sounds, reviewing well and employing well.

b. Cognitive strategies

Cognitive strategies are essential in learning a new language. Cognitive strategies are unified by common function; manipulation of target language by the learner. Cognitive strategies are typically found to be most popular strategies with language learners. These strategies are divided into: practicing, revising and sending messages, analyzing and reasoning and creating structure for input and output.

c. Compensation strategies

Compensation strategies enable students to use the new language for either comprehension or production despite limitation in knowledge. These strategies are intended to make up for an inadequate repertoire of grammar, especially of vocabulary. These strategies involve

guessing intelligently and overcoming limitations in speaking and writing.

2) Indirect strategies

Indirect strategies support and manage language learning without directly involving the target language. The indirect strategies are useful in virtually all language learning situations and applicable to all four language skills: listening, reading, speaking and writing. Indirect strategies divided into: metacognitive strategies, affective strategies, and social strategies.

a) Metacognitive strategies

Metacognitive strategies provide a way for learners to coordinate their own learning process. Metacognitive strategies include the three strategy sets: centering your learning, arranging and planning your learning and evaluating your learning.

b) Affective strategies

Affective refers to emotions, attitudes, motivations, and values. It is possible to influence language learning. Language learners can control over these factors through affective strategies. These strategies consist of lowering your anxiety, encouraging yourself and taking your emotional temperature.

c) Social strategies

These strategies involve social interaction. One of the most basic interaction is asking question, an action from which learners gain

great benefit. These strategies include asking questions, cooperating with others and empathizing with others.

7. The Concept of Interactive Instructional Model

Many students enjoy learning if the teacher can build an enjoyable class situation during teaching-learning process. The teacher needs to know what factors that can make students interested in learning especially in reading. According to Sessoms Interactive Teaching, an example was given about students “dragging” words to compose a sentence that described a digital image.²⁹ Nieter states that Interactive Instructional is a model to design model that binds an application together in a way that supports the conceptual models of its target users.³⁰ The steps of the interactive instructional model are as follows:³¹

1. Before reading, teacher asks students to make a *brainstorm list* of what they already know about the topic.
2. The teacher asks students to make a *clue list* using what the text indicates about the topic.
3. The teacher asks students to make a *relationship map* or *relationship chart* to predict how the concepts are related.
4. The teacher asks students to *read* to confirm their understanding and to integrate the relationships among concepts.

²⁹Sessoms, D. (2008). *Interactive instruction: Creating Interactive Learning Environments through Tomorrow's Teachers*. International Journal of Technology in Teaching and Learning, 4(2), 86-96.

³⁰Jim Nieter. 2012. <http://Defining%20an%20Interaction%20Model%20The%20Cornerstone%20of%20Application%20Design%20%20UXmatters.htm#sthash.42uudIkK.dpu> f. retrieved on 20 desember 2013

³¹Jannet k klinger.

5. After reading, they *review* and *revise* their map or chart.

Based on steps above, there are many factors that effect to success this strategy, ability to create image in our mind, the vocabulary mastery and ability in choosing key words as representative of the text.

8. The Advantage of Interactive Instructional Model

According to Bos and Anders,³² the advantages of interactive instructional model as follow:

- a. Interactive Instructional Model can build Students' comprehension, reasoning, and problem solving skills.
- b. One of the powerful aspect of the Interactive Instructional Modelis that you can use it in any subject area and at any grade level.
- c. Interactive Instructional Model is teaching and learning strategy.
- d. Interactive Instructional Modelis easy to implemented in teaching process because it only use simple statements.

9. Procedure of using Interactive Instructional Model in teaching reading comperehension

The steps of interactive instructionalmodel are as follows:³³

1. Before reading, teacher asks students to make a *brainstorm list* of what they already knowabout the topic.

²⁷Ibid.

²⁸Ibid.

2. The teacher asks the students to make a *clue list* using what the text indicates about the topic.
3. The teacher asks the students to make a *relationship map* or *relationship chart* to predict how the concepts are related.
4. The teacher asks the students to *read* to confirm their understanding and to integrate the relationships among concepts.
5. After reading, they *review* and *revise* their map or chart.

Students apply these steps while working together in cooperative groups. As students become increasingly proficient at implementing the steps in the model and supporting one another, the role of the teacher changes to that of a facilitator.

10. Using Interactive Instructional Model toward Reading descriptive texts

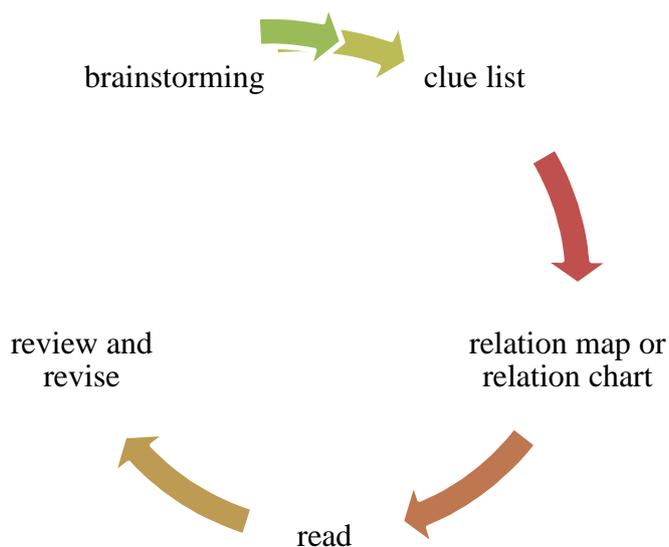
According to Glickman in Gayla S. Keese article ineffective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson.³⁴ Keese states that this strategy relies heavily on discussion and sharing among participants.³⁵ Instead, what effective teachers do is constantly reflect about their work, observe whether the students are learning or not and then adjust their practice. It also supported by Salembier in Boke book said that developed interactive instructional procedure in collaboration with a team of middle school

³⁴Gayla S. Keese. 2013. *Instructional Approaches*. <http://teachinglearningresources.pbworks.com/w/page/19919560/Instructional%20Approaches>

³⁵<http://teachinglearningresources.pbworks.com/w/page/19919560/Instructional%20Approaches>. retrieved on 12 desember 2013

teachers³⁶. Within each model several strategies can be used. Strategies determine the approach a teacher may take to achieve learning objectives. Strategies can be classed as direct, indirect, interactive, experiential, or independent.

According to Keesee Interactive instruction also relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together. The steps of interactive instructional model are:



B. The Relevant Research

1. A research from Daniel H. Robinson(2008)³⁷

Daniel concluded a research which entitled “Increasing Text Comprehension and Graphic Note Taking Using Interactive instructional Model”.

³⁶Nick Boke. 2004. *Reading to Learn*. VSRI Co-Director.

³¹Daniel H Robinson. “*Increasing Text Comprehension and Graphic Note Taking Using Interactive Instructional Model*”.(USA:University of Texas. 2009)

He used using random assignment also, the authors measured students' Interactive instructional Model at the beginning and end of the course. In all experiments, students' comprehension increased. The increases were greatest when the authors presented the partial task in a computer environment with a timed, forced-choice task. Implications for using Interactive instructional Model in the classroom, as well as future its research directions are discussed.

2. A research from Soemarni 2007

Soemarni conducted the research entitled “The Effect of UsingPORPE Method in Increasing Reading Comprehension of the Second Year Students at SLTP N 4 Sabak Auh, Siak. She found that the results indicated that reciprocal teaching had a significantly positive effect on the students' reading comprehension after being taught by using PORPE method. The mean score of experimental group was 82, 59 while the mean score of control group was 73, 06. It is obtained that the result of t-test was 3, 4. Soemarni only wants to find out on how effective is PORPE method in increasing reading comprehension at the second year students of SLTP N 4 Sabak Auh, Siak.³⁸

C. The Operational Concept

This research is designed to be an experimental research. An experiment involves making a change in the value of one variable – called the independent variable (X variable) – and observing the effect of that change on another

³²Soemarni.“*The Effect of Using PORPE Technique in Increasing Reading Comprehension at the Second Year Students of SLTP N 4 Sabak Auh, Siak .Pekanbaru: State University of Riau. 2007*”. (Unpublished)

variable— called the dependent variable (Y variable).³⁹The X variable of this research is Interactive Instructional Model and the Y variable is Reading Comprehension.

1. Interactive Instructional Model (Variable X)

- a. Before reading, teacher asks students to make a *brainstorm list* of what they already know about the topic.
- b. The teacher asks students to make a *clue list* using what the text indicates about the topic.
- c. The teacher asks students to make a *relationship map* or *relationship chart* to predict how the concepts are related.
- d. The teacher asks students to *read* to confirm their understanding and to integrate the relationships among concepts.
- e. After reading, they *review* and *revise* their map or chart.

2. Reading Comprehension (Variable Y)

- a. Students are able to identify the general information of descriptive text.
- b. Students are able to identify answer the question of meaning vocabulary in descriptive text.
- c. Students are able to identify generic structure in descriptive text.
- d. Students are able to identify functional of the text which are stated in descriptive text.

³³Cohen, Louis., Lawrence Manion, and Keith Morrison. *Research Methods in Education*. New York: Taylor & Francis e-Library, 2007. p.272

D. Assumption and Hypotheses

1. Assumption

- a. Students have different ability in reading comprehension of descriptive text.
- b. The response of students toward Interactive Instructional Model is various.
- c. The better interactive instructional model is applied, the better students' reading comprehension

2. Hypotheses

- a. **H₀**: There is no significant difference on students' reading comprehension mean score before being taught by using interactive instructional model for the experimental class and the control class of the second year students at State Junior High School 1 Tembilahan Hulu.
- b. **H₀**: There is no significant difference on students' reading comprehension mean scores after being taught by using interactive instructional model for the experimental class and for control class of the second year students at State Junior High School 1 Tembilahan Hulu.
- c. **H₀**: There is no significant difference on using interactive instructional model toward students' reading comprehension of the second year students at State Junior High School 1 Tembilahan Hulu.