

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Reading

Reading is one of the four language skills that should be mastered by the students if they want to understand the text. Reading is very important. Besides, reading can increase our life skills and extend our knowledge. In addition, according to Harrison reading determines how we are able to think, it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotion and moral as well as verbal intelligence.¹

In English, reading is a complex skill. It is very crucial element and main goal of teaching reading. According Peter Westwood, there are five reasons why reading is very important in learning. The first, it can help the learners to think a new language. The second, it can help learner to build better vocabulary. The third, it can make learner feel more comfortable in writing of the new language (English). The fourth, reading might be only way to use English for those who live in Non- English country. According to Frank Smith reading could help if the learner plans the study aboard

¹Harrison, Collin. 2004. *Understanding Reading Development*. London; Sage Publication Inc.
p. 3

especially in English speaking country.² Then, reading should be mastered in order that they can know the content of reading, especially the text.

According to Peter Westwood proficiency in reading basically involves gaining competence in two separated complementary processes, namely word identification (decoding) and linguistic comprehension.³ It means that reader should understand with both of these competences because the writer can see the ability of reading comprehension.

According to H. Douglas Brown, there are seven parts of process in reading that comprises⁴:

1. Recognition

Your knowledge of the alphabetic symbols, this step takes place the instant before physical reading begins.

2. Assimilation

Physical process by which light is reflected from the word: is received by the eye: then transmitted, via by optic nerve, to the brain.

3. The equivalence of basic comprehension, referring, to the linking of all parts of the information being read with all other appropriate parts.

² Frank, Smith.2004.*Undertanding Reading Comprehension*.6th.Edn.London:LawrenceErlbaun Associates. Publisher.p.12

³ Westwood, Peter.2008. *What Teacher Need to Know about Reading Difficulties*. Victoria; ACER Press. p. 14

⁴Brown,H. Douglas.2004. *Language Assessment: Principle and Classroom Practice*. New York: San Fransisco State University. p. 189

4. Intra-integration

The process in which you bring all of your previous knowledge to what you read, make appropriate connections, analyze, appreciate, select and reject.

5. Retention

The basic storage of information. Most reader will have experience to enter an examination room. Most of the required information during the two hour periods and recall it only as they leave. Storage, then, is not enough and must be accompanied by recall.

6. Recall

The ability to get back out of storage that which is needed preferably when it is needed.

7. Communication

The use to which the information is immediately or eventually put. Besides proficiency, there are something must be known. It purposes that we can master term of reading. One term of reading is type of reading. That includes:

a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing implied.

b. Selective

This category, the students can give brief response from the text intended as well, in other word, a combination of bottom-up and top-down is processing in teaching reading.

c. Interactive

It is a type of reading that stretches language of several paragraphs to one page or more in which the reader must be in a psycholinguistic sense, interact the text.

d. Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

Based on all components above, the writer can conclude that reading increases knowledge and information in the text. There are many parts of processes and types of reading because reading is so complex and reader can easily understand the text. Besides, reading is source information to make reader know all of the things in the text.

There are indicators that have function to make students master reading as follows:

1. Students find factual information

2. The students identify main idea
3. The students locate the meaning and vocabulary in context
4. The students identify reference
5. The students make inference from reading text

B. The Nature of Reading Comprehension

Durkin in Fran Lehr's book, reading comprehension is intentional thinking in which meaning is constructed through interactions between text and reader⁵. It means reader has relation with text. If the reader does not have interaction to the text, so the reader will not understand about the text. This argument is supported by Chair Catherine. She made definition as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language and she used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.⁶

According to Cathrin Snow, there are 3 entails in comprehension

1. The reader is doing the comprehension
2. The text that is comprehended
3. The activity in which comprehension is a part⁷.

⁵Fran Lehr et al. 2005. Research-Based In Early Reading Series. Honolulu; Pacific Resource to Education and Learning (PREL). p 5

⁶ Snow Catherine, Chair. 2002. *Reading or Understand and Toward R&D Program in Reading Comprehension*. Science & Technology Policy Institute: Rand Education .p. 11

⁷ Snow Catherine, Chair, *Op Cit*. p.11

Major goal of reading comprehension instruction according to Fran Lehr is “to help students develop the knowledge, skills, and strategies they must possess to become proficient and independent readers”.⁸ So, reader gets the combination of their background knowledge with the reading text. Comprehending text can be developed widely. Besides, the reader has to filter, build, and organize information in the text. And the reader should clarify the words in the text which can make the reader know all of the meanings from the words.

The basic of reading comprehension that reader has to know in reading according to Elizabeth Chesla are as follows⁹:

- a. How to be an active reader
- b. How to find the main idea of a passage
- c. How to figure out what words mean without a dictionary
- d. How to tell the difference between fact and opinion

According to assessing reading book (page: 206), there are some features of reading comprehension, they are:

1. Main idea
2. Expression/Idioms/phrase in context
3. Inference (implied detail)
4. Grammatical features

⁸ Fran Lehr at al. *Op.Cit.* p. 3

⁹Chesla , Elizabeth.2001. *8th Grade Reading Comprehension Success*. New York; Learning Express. p. 1

5. Detail
6. Excluding fact non written
7. Supporting

In curriculum, the students must comprehend the texts such as narrative, report and analytical exposition and it is suitable with curriculum. Hence the students can respond meaning in short functional text in reading.

C. The Nature of the Text

Text is one of the parts in reading, throughout the text students can write many kinds of reading. If the students want to make a story they must know about reading to be active readers. It needs to be done because making reading feels easy when the students often read to be active readers. The most important thing that the reader can improve reading skill to students to be active reader.

Five specific strategies will help to be an active reader:

1. Skimming ahead and jumping back
2. Highlighting or underlining key words and ideas
3. Looking up unfamiliar vocabulary words
4. Recording your questions and comments
5. Looking for clues throughout the text

In the text, the reader can make the comprehension about the reading. According to Linda J. Dom comprehension results from the mind's ability to make links and ask questions regarding the particular reading event.¹⁰

D. The Nature of Narrative Text

Narrative text is the telling of a story or an account of a sequence of events. It relates a sequence of events. Narration does not need factual information written and may be written from the perspective of a character in the text. According to Anderson the narrative text type tells a story to entertain the audience to make the audience think about an issue to teaches them a lesson, or to excite their emotion. In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.¹¹

According to K. Klinger Janette is "structure of narratives is often called a "story grammar." This term refers to the different elements that the reader can expect to find it in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem".¹² Narrative also includes different type that can vary somewhat from this basic story grammar template. The generic structures of a narrative text are as follows:

¹⁰ Linda J. Dorn at al. 2005. *Teaching for Deep Comprehension*. Portland. Stenhous Publisher. p. 6

¹¹Floriast, Tri Wahyunii. Teaching Narrative Text Using Short Movie. Journal. p. 3

¹² Janette K. Klingner at al. 2007. *Teaching Reading Comprehension to Students With Learning Difficulties*. New York: The Guilford Press. p. 77

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about what, when and where the action is happening.
2. A complication sets off a chain of events that influence what will happen in the story.
3. A sequence of events where the characters finally sort out the complication.
4. A coda provides a comment or moral based on what has been learned from the story (an optional step) .Language features of a narrative text:
 - a. Specific characters
 - b. Time words that connect events to tell when they occur
 - c. Verbs show the actions that occur in the story
 - d. Descriptive words portray the characters and settings

example:

Stingi and Generous	
<p>Long long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shamed it with the poor.</p>	Orientation

<p>One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of fed it and put it in a nice cage-.After the bird was healthy, the generous brother let it fly. After some time the bird retuned to him and gave him a watermelon seed.</p>	<p>Complication</p>
<p>The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.</p>	<p>Sequence Event</p>
<p>The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor.</p>	<p>Coda</p>

The basic purpose of narrative text is to entertain, to gain and to hold a readers' interest. Narratives sequence people/characters in time and place but it is different

from recounts which is through the sequencing, the stories set up one or more problems which must eventually find a way to be resolved.

Based on the explanation above, narrative text includes the text in past time. It has some events. Besides, narrative text includes realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. Its purpose is either to inform or to entertain the audience.

E. The Nature of SOAPS (SPEAKER, OCCASSION, AUDIENCE, PURPOSE SUBJECT/SIGNIFICANT) Strategy

According to Jason Baudhin, “The acronym S.O.A.P.S provides students with prompts (SPEAKER, OCCASSION, AUDIENCE, PURPOSE, SIGNIFICANCE /SUBJECT) that provide them with a strategy for dissecting and interpreting primary documents, reading passages and political cartoons for higher order synthesis when being juxtaposed with specific factual information”¹³. This strategy gives analysis about reading and makes the reader becomes knowledgeable in reading.

According to Jason Baudhin, “the SOAPS strategy can be used to teach students how to read and to understand narrative and expository texts”¹⁴. In hence, the students can explore story in the text. In addition, they get the meaning of the text and they explain the content in the text several times.

¹³Baudhin, Jason at al. Op. Cit. p. 1

¹⁴Mc Morgan.2006. Thirty Days to FCAT Writing Succes: The Right combination. Journal.

SOAPS can help students understand the author’s craft by analyzing certain text elements. Students will be able to discuss and to identify the SOAPS¹⁵. It means the students or readers not only know the story in the text but also know what reasons author writes the text. SOAPS Strategy is a complex strategy. The process of SOAPS (SPEAKER, OCCASSION, AUDIENCE, PURPOSE SUBJECT/SIGNIFICANT) strategy in reading comprehension is as follows:

SPEAKER	OCCASION	AUDIENCE	PURPOSE	SUBJECT/ SIGNIFICANT

(By: Michigan Department Education Office School Improvement, 2007:80)

SOAPS Strategy is suitable if the students have been in grade 9-12. It gives alternative ways to find out the content in reading if the students look for meaning in the text. It makes group per words to analyze reading. According to Kendal, the components of SOAPS strategy are divided into five parts¹⁶ as follows:

1. Speaker

Who is the speaker who produced this piece? What is their background and why are they making the points they are making? Is there a bias in

¹⁵Mc Morgan. Op.cit. p. 8

¹⁶Kendal, July. Active Participation Strategies. Journal. P.3

what was written? You must be able to cite evidence from the text that supports your answer. No independent research is allowed on the speaker.

2. Occasion

What is the Occasion? In other words, the time and place of the piece. What promoted the author to write this piece? How do you know from the text? What event led to its publication or development? It is particularly important that students understand the context that encouraged the writing to happen.

3. Audience

Who is the Audience? This refers to the group of readers to whom this piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or a certain people. What assumptions can you make about the audience? Is it mixed racial? What social class? What political party? Who was the document created for and how do you know? Are there any words or phrases that are unusual or different? Does the speaker use the specific language for a unique audience? Does the speaker evoke God? Nation? Liberty? History? Hell? How do you know? Why is the speaker using this type of language?

4. Purpose

What is the purpose? Meaning, the reason behind the text. In what ways

does he convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker's tone? How is the document supposed to make you feel? This helps you examine the argument or its logic.

5. Subject/Significant

What is the subject/significant of the document? The general topic, content, and ideas contained in the text. How do you know this? How has the subject been selected and presented? And presented by the author?

F. Using SOAPS Strategy in Teaching Reading comprehension

SOAPS strategy is designed to help the students/reader for analyzing text in reading. It is very helpful when the students/ readers have difficulties in understanding the text.

The procedures of SOAPS are:

1. Share with students that they can take a piece of text apart and look for certain elements that are sometimes not explicitly stated by the author.
2. Select a piece of text for the purpose of teaching this strategy. Provide every student with a copy of that text and a copy of the SOAPS template. Explain each element of then SOAPS strategy and what it involves. Use think alouds and explain your thinking process and how you use the SOAPS strategy to

identify different pieces of vital information in the text. Explain to students that by quickly determining the speaker, occasion, purpose, audience, and subject/topic while reading, we can easily deduce why the author is writing this text and even predict of what will follow. Help students to understand (through experiences with texts and with using the SOAPS strategy) that actively reading passages can build understanding and save them much precious time when they get to the questions. Allow time for students to practice using the SOAPS

3. Allow time for students to practice using the SOAPS strategy and provide feedback and support as needed. Provide them with a different piece of text and ask them to work together in small groups using the strategy. Monitor their work and at the end, have a class discussion on their findings and a reflection on what this process did for their understanding. Use often as that students develop ownership of the strategy or thinking as they read text. Monitor their understanding of text using SOAPS as needed.

The goal of teacher is how the students can understand and know information or meaning in the text reading. So the teacher must master strategy especially in reading in order that the students can master reading too. Many strategies that can be applied and it depended on the teacher to practice it and one of the strategies is SOAPS strategy.

In learning process, the teacher must teach many active students, so the teacher chooses the strategy that is suitable with the subject of learning. It should be done to make students active in understanding in reading texts.

G. The Relevant Research.

According to Syafi'i, relevant research is require to observe some previous researches conducted by other writers in which they are relevant to our research. Besides, it can be easy for the writer to accomplish the thesis. In this thesis, the writer only chooses two relevant researches related to the writer's research using SOAPS Strategy

1. Thesis from Yuli FeraFitria entitled: "The Effectiveness of Using Picture Series in increasing Students' Reading Achievement of second Year Students at MTs Muhammadiyah Penyasawan". She found the students in MTs Muhammadiyah Penyasawan got difficulties in reading text and they were still hard to analyze the text¹⁷. So she used Pictures series in order that the students could understand and analyze text in reading.
2. Thesis from Dewi Lismawati entitled: "The Application of Fire-up Strategy to Improve the Students' Reading Skill at the Second Year at SMPN 1 Seberida". She found problems at SMPN 1 Seberida. The

¹⁷Fitria, YuliFera. 2009. *The Effectiveness of Using Picture Series increasing Students' Reading Achievement At second Year Students of MTs MuhammadiyahPenyasawan*. . Pekanbaru:UINSuska Riau, Unpublished Thesis

problems were the student could not find the factual information and main idea of paragraph in reading text¹⁸. So, she used fire up strategy to solve the problem.

H. The Conceptual Framework

Based on the writer's experience in conducting the research SMAN 1 Tualang, Perawang. The writer found some problems in learning process. Many students get trouble when they study reading. The writer observed the result of the students' examination. The result showed many students did not reach excellent score. There were 8 students could reach good level, 14 students of the reach average level, there were 13 students at below average level. In addition, there was no student at the poor level. It means 22.19 % categorized as excellent students, 40 % categorized as good students, and 37.1 categorized bellow average students. In this case, the writer would apply SOAPS strategy in order to understand and to improve students' ability in reading comprehension. The writer expects this strategy can be one of the solutions to make the students be active and effective in learning process.

In this research, the writer directly took data by the time the writer taught the students in the classroom. Furthermore, action research is a cycling process of planning, action, observation, and reflection¹⁹. So the writer must follow the cycle

¹⁸Lismawati, Dewi. 2009. *The Application of Fire-up Strategy to Improve the Students' Reading Skill at the Second Year of SMPN 1 Seberida*. Pekanbaru:UINSuska Riau, Unpublished Thesis

¹⁹Mc.Targgart and Kemmis. 1988. *The Action Research Planner*. 3rd edn. Victoria:Deakin University press .p. 47

when begin planning, action, observing and reflecting. If the result of the first cycle is not good, so the second cycle is going to be conducted or next cycle until the students get good result by using planning, action, observing and reflecting.

The indicator of SOAPS strategy:

1. The teacher asks to analyze the text especially in narrative text.
2. The teacher asks information in reading text.
3. The teacher can choose the topic in reading base on their age.
4. The teacher know about the goal to write the reading text
5. The teacher asks main idea in the text.

The indicators in reading

1. Students are able to identify an orientation of the text
2. Students are able to identify a complication of the text
3. Students are able to find a sequence event of the text
4. Students are able to find coda in the text