

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing . The students should be able to read the subject and get the information from the reading text. Reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill.<sup>1</sup> In the other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>2</sup> It means that when we read some written texts, there is an interaction between the reader and text, and that the reader will transfer the meaning of the text or information from the text,

William (1984) stated the general purposes of reading are classified into:

1. Getting general information from the text. It means that the students are able to identify general information from the text. The general information here is the information that exists in the text generally or not detailed.
2. Getting specific information from the text. It means that the students are able to identify specific information from the text. The specific information here is the information exists in the text specifically.

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<sup>1</sup> Moreilon, judi. *Collaborative strategies for teaching reading comprehension maximizing your impact* (American librarian association, 2007) p.10

<sup>2</sup> Kalayo Hasibuan. *Lock. Cit.* P.114-115

3. Identifying the main idea. It means that the students are able to identify the overall idea in the text. The students are able to determine the main idea by reading a text and tell what is mainly about.
4. Identifying reference words. It means that the students are able to identify the words that refers to something.
5. Finding the synonym / antonym of the word based on the text. It means that the students are able to find the synonym or antonym words in the text.
6. Finding the meaning of the words based on the context. It means that the students are able to find the meaning of words and phrases.

Reading comprehension is needed to get all the purpose above. To establish a reading process is very important, it means that reading needs a clear purpose in order to get the best understanding about the content of the text or books which the reader reads.

## **2. The Nature of Reading Comprehension**

There are many experts who try to give the definition of reading comprehension. According to Oxford Advanced Learning Dictionary (1974), there are three definitions about comprehension. First comprehension is the minds' act or power of understanding; second exercise aimed at improving or testing one's understanding of language; third, power of including. Broadway (1992: 16) said that comprehension was a mental process obtaining the meaning. Comprehension, he said, was not from printed page because it was not standing there. Comprehension was found in the reader's mind.

Next, Reading is both a sensory and mental process, it involves the use of eye and mind.<sup>3</sup> It means that the eyes receive messages and the brain has to work out of the significance of this message, it requires the students to read for meaning of written text being read.

According to Burnes and Glenda (1985:47), reading comprehension is a reading-thinking activity and as such relies for its success upon the level of intelligence of reader, his or her speech of thinking, and ability to detect relationship. In other words, comprehension suggested by pigged is a process involving assimilation of incoming information into the child's existing knowledge.

In addition, reading comprehension is ability to comprehend or retell the content of the text. The aspects are the main idea that contains in the topic sentences, supporting sentences, conclusion and the writer's attitude to the idea. Implicitly, the writer's attitude contents a message, an emphasizing, and a critic which is written through that idea. From this definition, the researcher concludes that understanding the main idea is one of the aspects contained in reading comprehension.

In comprehending the texts, the teacher needs to prepare the students by knowing some skills that they can apply while they are reading so the goal of reading can be achieved. As Harris and Smith (1989: 48) state that there are five factors of reading comprehension. They are:

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<sup>3</sup> Ahuja, et al. *How to Increase Reading Speed*. (New Delhi: Sterling Publisher,2002) p.5

1. Background experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

2. Language abilities

In the process of reading comprehension, language abilities are important. One must have basic knowledge of the English language such as Syntax, Semantic, etc. In order to read a reading text.

3. Thinking abilities

Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events, and engage in many number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

4. Affection (interest, motivation, attitudes, beliefs, feeling)

Affective factors are important to comprehension educators and parents are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling are important factors that can not be taken for granted or ignored in the education process. Affective variables here as they relate to reading comprehension.

5. Reading purpose

The purpose of reading is important. The purposes may help some students focus on a key issue and as a result better understand and important aspect of the story.

There are some ways that must be done by the students to make them familiar and interested in reading a text. In this case not only the students have the big role but also the teachers. As a teacher, it is important to make a good atmosphere for the students that make them enjoy and comfort to read the text.

There are several points that the students should do in order to comprehend the reading text:

1. First point, the students find the meaning of the difficult words in the text and also the students must have so many vocabularies in order to understand the passage of the text.
2. The second point, the students have to know which one is verb, noun, adjective, adverb, and all the grammar aspects in the text.
3. The third point, the students must master grammar and structure that exist in the reading text.
4. The next point, the students have to know the content of the text. It means that the information and message are from the text.

### **3. The Kinds of Text**

There are many definitions about genre. Genre is a particular type or style of literature, art, film, or music that can be recognized because its special features<sup>4</sup>. Text genre is only a part of genre. It is a type of written or spoken

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<sup>4</sup> Hornby. *Oxford ESL Dictionary*. (New York: Oxford University Press, 2004) p.561

discourse where texts are classified into genres on the basis of the intent of the communicator. In short, text genres are kinds of texts that have special features.

### 1.1. Descriptive Text

Based on the curriculum of Senior High School students' learn several types of texts, such as; descriptive, recount, report, narrative, etc. However, the students' are taught only some in the level of Senior High School.

Descriptive is to describe something.<sup>5</sup> It means that to describe a particular person, place and thing. In the other words, description is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc.<sup>6</sup> Additionally, we use description to say what something or somebody is like.

In descriptive texts, there are two components that construct the text. They are identification and description. In identification the writer usually gives an introduction to the reader about what she/he is going to describe in the text then at the next part, the writer starts to describe about something which is based on the topic that is mentioned at the identification part.

The linguistic features of the text are:

1. Focus on specific participants.
2. Use of attribute and identify processes.
3. Use a simple present tense.

### 1.2. Recount Text

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<sup>5</sup> Martin H, Manser. *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press,1995) p.113

<sup>6</sup> Pearson. *English in Focus*. (Singapura: First Yang Road,2002) p.60

Recount is the genre of the text which has social function to retell events for the purpose of informing in recount text, reader can get information about something or someone experience and also entertainment.<sup>7</sup>

The organization of recount text is divided into:

1. Purpose

The purpose of recount is to tell what happened in the past.

2. Generic structure

a. The first part provides an orientation

b. The second part contains a series of events

c. The third part has a personal comment on the events. This is an optional part.

Recount is divided into two types:

a. Personal recounts: are text types we use when we want to tell what happened. Personal recounts are very common in conversations, letters, email, etc. In personal recounts we tell what happened during event we participated in, that would be personal recount text. We are retelling what happened and how we reacted to what happened.

b. Factual recounts: are text types we use when we want to tell what happened and sometimes to teach a lesson. Factual recounts are very common in newspaper, TV, internet, etc. Additionally, in factual recount the person or people telling what happened are usually observers who are outside the events. The focus in a factual recount is usually on what

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<sup>7</sup>Rudy, Hartono. *Genres of Texts*. (English Department of Semarang State University: Unpublished, 2005) p. 6

happened and not on the reactions and feelings of the people telling us what happened.

### 1.3. Report Text

Report text is a text type we use when we want to offer factual information about a topic, news report, and science report about a class plants, animals or objects.<sup>8</sup> In addition, report text is factual texts.<sup>9</sup> Example, report about reptile would begin with a classification and go on describing particular aspects such as appearance, location and dynamics.

The organization of report text is divided into:

1. Purpose

To systematically organize and record factual information to classify and describe a whole class of things.

2. Focus

General things

3. Generic structure

- a. Identification

- b. Descriptions: describe the topic, example if the report was dealing with a class or animals, aspects such as physical characteristic, locations.

- c. Summarizing or comment.

4. Language features

- a. The use of general nouns

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<sup>8</sup> Pearson. *English in Focus*. (Singapura: First Yang Road,2002) p.93

<sup>9</sup> Rigby, Heinemann. *Writing Resource Book Advance Press*.( Australia: Bassendean Western, 2004) p.85



- b. The use of relating verbs
- c. The use of present tenses
- d. The use of behavioral verbs
- e. The use of technical terms

#### 1.4. Narrative Text

Narrative text is a text to entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.<sup>10</sup>

##### 1. Purpose

- a. To entertain
- b. To instruct

##### 2. Generic structure

- a. Orientation
- b. Complication
- c. Resolution
- d. Re-orientation

##### 3. Language features

- a. Focus on specific and individualized participants
- b. The use of material process (action verbs)
- c. The use of some behavioral and verbal processes
- d. The use of relational and mental processes

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<sup>10</sup> Yusak, Muchlas. *A Brief Introduction to Genre*. (Jawa Tengah: LPMP, 2004)

- e. The use of past tenses
- f. The use of temporal conjunctions and circumstances

### 1.5. Procedure Text

Procedures text is a text type we use whenever we want to tell someone how to do or make something.<sup>11</sup> Procedures are very common in cookbooks, instruction manuals, how-to-do books and when people tell each other how to carry out any procedure.

#### 1. Purpose

The Purpose of procedures is to tell how someone how to do or make something.

#### 2. Generic structure

The organization structure of this text type has three parts:

- a. The aim / goal (what we are telling people how to do)
- b. The materials (what people need to carry out the procedures)
- c. The steps (how to do it)

#### 3. Language features

- a. Action verbs
- b. Verbs in imperative mood (commands)
- c. Details on matters such as how many/much (quantity), how long (time), and other characteristics of the materials or the steps, using adjectives, adverbs and quantifiers.

### 1.6. Analytical Exposition Text

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<sup>11</sup> Yusak, Muchlas. *A Brief Introduction to Genre*. (Jawa Tengah: LPMP, 2004)

Expositions is a text type we use when we want to offer opinions, give suggestions and convince people to take particular actions.<sup>12</sup> For instance, maybe your friends want to play badminton, but you want to go swimming. When you try to persuade each other, you are using expositions.

1. Purpose
  - a. To persuade by presenting arguments
  - b. To analyse or explain ‘how’ and ‘why’

2. Generic structure

The organization structure of this text type has three parts:

- a. A thesis
  - b. Arguments
  - c. Reiteration
3. Language features
    - a. Emotive words
    - b. Words that qualify statements
    - c. Words that link arguments
    - d. The use of the present tense
    - e. The use of compound and complex sentences

In this research, the writer only focuses on narrative text, analytical exposition text, and report text because they are mentioned in the syllabus.

### **3. The Natural Of Pattern Maker Strategy.**

Pattern Maker is related to the strategy known as Metaphorical Expression and shares some of the same planning considerations; however, Pattern Maker

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<sup>12</sup> Yusak, Muchlas. *A Brief Introduction to Genre*. (Jawa Tengah: LPMP, 2004)

places much greater emphasis on analysis and the extraction of defined structural elements than its more creative-minded cousin.

1. There are Five steps in using the Pattern Maker strategy:

1. Introduce the purpose and content of the lesson. Discuss the value of using one information source to make inferences about another source (analogical reasoning).
2. Have students review the analog (the information source you will be using to help students understand the new content you are teaching).
3. Help students extract the structure of the analog (not the specifics!) using clear criteria. You may want to provide an organizer for this step.
4. Allow students to discuss and summarize their insights gained from the analog.
5. Present the new content to students, guide them in applying what they have already learned about the structure of the analog to the new material. Alternately, you can have students take what they have learned from the structure of the analog and apply it to the creation of a product (e.g., creating a persuasive advertisement after studying a set of examples) or a plan for improvement (e.g., designing a better egg carton).<sup>13</sup>

2. How to Use the Strategy

1. Introduce the purpose and content of the lesson. Discuss the value of using one information source to make inferences about another source (analogical reasoning).
2. Have students review the analog (the information source you will be using to help students understand the new content you are teaching).
3. Help students extract the structure of the analog (not the specifics!) using clear criteria. You may want to provide an organizer for this step.
4. Allow students to discuss and summarize their insights gained from the analog.

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<sup>13</sup> Silver, Harvey F, Richard W. Strong, and Matthew J. Parini. *The Strategies Teacher*. Virginia USA:2007.p .147

5. Present the new content to students, guide them in applying what they have already learned about the structure of the analog to the new material. Alternately, you can have students take what they have learned

3. Pattern Maker is a highly effective teaching and learning strategy for three reasons:

1. The strategy stimulates students' curiosity and interest. Ask any teacher or brain researcher about the role of student's interest plays in learning new content, and you will hear the same things: Interested and engaged students are better and happier learners who are far more willing to attend to the complexities of challenging material.
2. The strategy primes students for new learning. Pattern Maker is a strategy that capitalizes and on active, pre content exposure to prime the engine of deep learning. To see how, take a look back at the four structural elements in the breakup letter discussed pre-viously. If the teacher and students work together to extract these four elements (reason for the document, principles of a healthy relationship.
3. The strategy is built on the cognitive capacity known as analogical problem solving. that is, by applying the ideas, solutions, and structures behind known situations to new and challenging questions and dilemmas.

## **B. Relevant Research**

It is required to observe some previous researches conducted by other researchers in which they are relevant to our research<sup>14</sup>. We have to analyze the relevant research and finding the point of that research.

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<sup>14</sup>M.syafi'i,S, "*From Paragraph to a Research Report :A Writing of English for Academic Purposes*". Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensive (LBSI),p, 122

Talking about reading, there are a lot of investigation that have been done by many researchers. The following are some relevant researchers on this research project.

- a) Sri Wastitu (2005). In her research, she focused on” The Effect of Collaborative Strategy Reading Toward the second year student’s Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru. She found that the mean score of the experimental group taught by using collaborative strategy reading was 82.75 while the mean score of control group which was taught by using traditional reading classroom was 75.75. it means that there is a significant difference between collaborative strategy reading for reading comprehension and using traditional reading classroom method for reading comprehension.
- b) Agvemi Zuhadi Alga (2009). The Effect of Direct Reading Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cirenta”. This research is an experimental research. To collect the data, he used test, questioner, interview, documentation. From the research, he wanted to find out whether there was a significant effect between DRTA strategies with reading comprehension.

### **C. Operational Concept**

Concept is important in a scientific study because it is a main element to avoid misinterpreting and misunderstanding. For this reason, operational concept must be defined a clear statement to obtain the needed data at the research location. The indicators as follows:

Variable “X”

1. The teacher explains the content to be learn by students
2. The teacher asks to the students to about how to identify factual information from the text
3. The teacher explains to the students about how to identify main idea from the text
4. The teacher explains to the students about how to find the meaning of vocabulary in context from the text
5. The teacher explains to the students about how to identify reference from the text
6. The teacher explains about how to identify inference from the text
7. The teacher asks to students to find the inferences at the students text.
8. The teacher asks the students to read the text
9. The teacher checks the reading activity of the students
10. The teacher supports the students while reading
11. The teacher gives some exercises
12. The teacher evaluates the student’s exercises

The teacher should focus fluency when the students practice the reading text and after retelling.

Variable “Y”

1. Students are able to comprehend the factual information
2. Students are able to find the main idea
3. Students are able to pay attention in learning reading process
4. Students are able to find the inferences in the texts
5. Students are able to identify the word references

#### **D. The Assumptions and Hypothesis**

##### **1. The Assumptions**

In this reseach, the researcher assumes that there is an effect of pattern maker strategy in reading comprehension and there is no effect of pattern maker strategy in reading comprehension.

##### **2. The Hypothesis**

The hypothesis, which is necessarily tested through this research, is as follows:

(Ho1): There is no significant difference on students' reading comprehension pre test mean score of using pattern maker strategy between experimental group and control group.

(Ho2): There is no significant difference on students' reading comprehension post test mean score of using pattern maker strategy between experimental group and control group



(Ho3): There is no significant difference on students' reading comprehension pretest - post test mean score of using pattern maker strategy between experimental group and control group