

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical framework

##### 1. The Nature of Reading

Reading is an important language skill. As one of the basic skills of English, reading is a communication process requiring a series of skill. Allen and Bruton said that reading is described as a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts by other experts.<sup>1</sup> Reading can be an activity with a purpose. Students may read in order to gain information or verify existing knowledge. Student may also read the text book, magazine, novel and news paper for enjoyment. Kalayo Hasibuan and Muhammad Fauzan Ansyari said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>2</sup> The text presents letters, words, sentence, and paragraph that encode meaning. It means that during the process presumable, many things are happening.

The reader uses knowledge, skill, and strategies to determine what the meaning is. Reader's knowledge, skill, and strategies include:<sup>3</sup>

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<sup>1</sup>Majdi Abdullah Ahmad AD-Heisat,et al,*The Use of Reading Strategies in Developing Students' Reading Competency among Primary School Teachers in Malaysia*.European Journal of Social Sciences – Volume 12, Number 2 (2009)

<sup>2</sup>Kalayo Hasibuan and Muhamma d Fauzan Ansyri.*Op.cit.*,p.114-115.

<sup>3</sup> Kalayo Hasibuanand Muhammad Fauzan Ansyri. *Teaching English as a foreign language (TEFL)*.(Pekanbaru: Alaf Riau Graha Press.2007),p.122.

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect part of the one other.
- c. Sociolinguistic competence: knowledge about different types of text and their usual structure and content.
- d. Strategic competence: the ability to use top-down as well as knowledge of the language (a bottom-up strategy).

There are three strategies that can be helpful for the reader to become a good reader, they are:<sup>4</sup>

- a. Scanning

Scanning is moving the eyes rapidly down article or a list to find specific facts such as name, date, figures, or number. Scanning is frequently used to confirm facts or information in material that has already been read. Scanning is best practice before the material becomes familiar. Read the question, remember what you are looking for, and then turn to the following articles, scan and remember.

- b. Skimming

Skimming is a tool of reading quickly over new material to get a general idea of the content and overall organization. A reader who already knows the material will probably not want to read it again. When

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<sup>4</sup> Lander. *Why not Start Reading Earlier*. "View Point on English As a Second Language. 1983, P. 2.

reading a new material, it helps to get a general idea of the content before you read for detail. In skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all material he or she is reading. Readers do the skimming by quickly, jumping over parts of it.

c. Reading speed

The instructor will allow a maximum time of approximately 100 per minutes. Some students will not finish and others will finish sooner. You should try to guess word meaning from the surrounding context, but do not stop reading to use a dictionary.

## **2. Reading Comprehension**

Reading is an activity with a specific purpose, it means that readers have something that would be reached by doing reading activity itself; such as gaining the necessary information or even getting pleasure but the main point is reader should understand what the text or author is talking about. In other words, the reader should comprehend the text in order to reach his purpose to do reading activity. In line with this idea Westwood said that Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.<sup>5</sup>

According to Catherine Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through

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<sup>5</sup>Westwood, Pether. 2008. *What Teachers Need to Know About Reading And Writing Difficulties*. Australia: Acer Press.p:31.

interaction and involvement with written language. She also mentions that comprehension entails three elements.<sup>6</sup>

- a. The reader who is doing the comprehending.
- b. The text that is to be comprehended.
- c. The activity in which comprehension is a part.

Besides that, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities.<sup>7</sup>

- a. Cognitive capacities (e. g., attention, memory, critical analytic ability, inference, visualization ability )
- b. Motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader)
- c. Various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategies)

To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. There are some aspects to make efficient interpretation of text that involve:<sup>8</sup>

- a. Combination of word recognition skills
- b. Linking of new information to prior knowledge, and
- c. Application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

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<sup>6</sup>Catherine snow and chair, *reading for understanding toward and research and development program in reading comprehension*, RAND reading study group, Santa Monica, CA, 2002,p: 11.

<sup>7</sup>Ibid.p.12.

<sup>8</sup>Westwood, Petter.Lloc.cit.31.

Besides, Brown stated that there are micro skill and macro skill for assessing reading comprehension. They are:<sup>9</sup>

a. Macro skill of reading comprehension

1. Discriminates among the distinctive graphemes an orthographic pattern of English.
2. Retain chunk of language of different lengths in short- terms memory.
3. Process writing at an efficient rate of suit the purpose.
4. Recognize a core of words, and interpret order patterns and their significance
5. Recognize grammatical word classes (noun, verb, etc)
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Micro skill of reading comprehension

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written text, according to form and purposes.
3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc, infer links and connections between event, deduce causes and effects and detect such relations as main

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<sup>9</sup>Brown, douglas. Loc. Cit. p:187

idea, supporting idea, new information, given information, generalization, and exemplification.

5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in context of the appropriate cultural schemata.
7. Develop and use of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the word from context, and activating schemata for the interpretation text.

In conclusion, there are some skills that the students should have when they want to read comprehensively, such as word recognition skill, background knowledge interrelated, and also generic structure text recognition because reading comprehension is an interactive process.

### **3. Teaching reading**

The aim of teaching reading is to develop the students' ability so that they can read and understand the text effectively and efficiently. According to Johnson there are some conditions that should be created by teachers for learning reading<sup>10</sup>

- a. Help children fall in love with books. Reading is a pleasurable act. A teacher's or tutor's number one job is to help student fall in love with books.
- b. Create a space every day for sustained, silent reading. Just like learning to play a musical instrument, children who are learning to read get better at it by practicing.
- c. Allow children to make choices about their reading material. Choice is important in helping reading grow. Reading is more pleasurable when

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<sup>10</sup> Andrew P. Johnson, *Teaching Reading and Writing: A guide book for Tutoring and remediating students*, (USA: Rowman and Education,2008),p. 11-14.

we are able to make choices about what we read. Most of the time adults are allowed to choose their own reading material. We can go to the library and select any book we want.

- d.* Connect reading pleasure to reading practice. A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again. In the same way, in the act of reading in linked to instruction that students find unpleasant or disagreeable, they will be less inclined to engage in future reading behavior.
- e.* Keep your reading program simple.
- f.* Keep instruction simple. Good teachers make things seem as simple as possible.
- g.* Make reading like real life. The kind of reading and writing we have children do in school should be very much like the kind that adult do in real – life situations. In my adult life I read for pleasure or to understand ideas and information. I write to organize my thoughts, to express ideas and to convey important information to others.
- h.* Include talk and other forms of social interaction. Talking and social interaction enhance learning of any kind. Children need to talk to each other about what they're reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

In addition, Harmer says that there are some principles in teaching reading that will be appeared in the following points:

- a.* Reading is not a passive skill  
Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are printing, understand the arguments, and work out if we agree with them.
- b.* Students need to be engaged with what they are reading  
Students who are not engaged with the reading text, will not be actively interested in what they are doing. They are less likely to benefit from it.
- c.* Students should be encouraged to respond the content of a reading text, not just to the language.  
We must give students chance to respond the message in some way. It is important that they should be allowed to express their feelings about the topic- provoking personal engagement with it and the language.
- d.* Prediction is major factor in reading  
The book cover, the headline, the word processed page sometimes will make our brain start predicting what we are going to read. Teachers

should give students hints, so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic.

Once a decision has been taken about what reading text is that the students are going to read, we need to choose good reading tasks.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense just to get students to read it. Good teachers integrate the reading text into interesting class sequences, use the topic for discussion and further tasks, use the language for study and later activation<sup>11</sup>.

In teaching reading as well as teaching other skills such as listening, speaking and writing, the teacher should assess students' reading comprehension. To assess students' reading comprehension the teacher needs indicators. The indicator as the guidance for teacher and students what aspects should be reached. Based on Wetphal's opinion there are some indicators of reading comprehension:

a. The students are able to find factual information.

b. The students are able to identify main idea.

c. The student are able to identify supporting idea.

d. The student are able to locate the meaning of vocabulary in context.

e. The student are able to make inference from the reading text<sup>12</sup>.

Then, the syllabus of MAN Kuok also has six indicators for reading comprehension:

a. The student are able to identify the topic of narrative text.

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<sup>11</sup> Jeremy Harmer. *How to Teach*. London: Longman. 2000. pp. 70.

<sup>12</sup> Judith Wetphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Englewood Cliffs. 1986. pp. 3.



- b. Students are able to understand the meaning of vocabulary in narrative text.
- c. The student are able to identify the argument in narrative text.
- d. The student are able to identify the generic structure in narrative text.
- e. The student are able to identify the sentence in narrative text.
- f. The student are able to identify the purpose of narrative text

Based on the steps of teaching reading above, the researcher concludes that the teacher needs to build the good atmosphere to learn reading. It relates to how the teachers teach reading to the students such as technique to teach reading and choose the appropriate text in order the students can catch the point of each text. Then the student can share their idea to others. The researcher convinces that THIEVES is the appropriate technique to teach reading because it relates to learn in pairs.

#### **4. Narrative text**

- a. Definition of a narrative text

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the reader. Narrative articles and essays are to tell a story, they review events that had happened<sup>13</sup>. Usually the events are presented in the order in which they occurred.

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<sup>13</sup> Zainil. 2006. *Actional Functional Model ( AFM )*. Universitas Negri Padang Press.p.31.

The generic structures of a narrative text consist of three parts: orientation, complication, and resolution<sup>14</sup>:

a) Orientation

Introducing the participants and informing the time and the place

b) Complication

Describing the rising crises which the participants have to do with

c) Resolution

Showing the way of participant to solve the crises, better or worse

b. Language features of narrative

a) Using process verb

b) Using temporal conjunction

c) Using simple past tense

**5. The concept of Title, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End – of – chapter questions, Summary ( THIEVES) Strategy**

**a) The definition, advantages, phase of THIEVES Strategy**

THIEVES, was developed by Suzanne Manz<sup>15</sup>.in this strategy, students learn to preview a chapter or a section of a chapter in order to organize the chapter's information as they read it. THIEVES an acronym that reminds students of the places in their textbook where they will be likely to find information they need to understand the concepts they are learning. The teacher begins implementing this strategy by telling

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<sup>14</sup> Sudarwati and Grace. *Look Ahead : an English course for senior high school student years X.*(Jakarta : Erlangga, 2007), pp.62.

<sup>15</sup>Kinberg, Margot Loc.cit.p 88- 90.

students, there are going to learn to get into textbooks and “ steal “ the information from the text, in other words, they are going to be thieves. To do this, they need to learn to look. You can adapt this introduction to meet the needs of your students and focus on your particular content area.

Based on the concept of THIEVES, the advantages of this strategy are students have learned where to look for the most important information in their textbooks, they can then focus their attention on those resources. It can be clarified in the following points:

1. This allows students to organize what they are reading
2. This makes more efficient use of their reading time.
3. This organization also empowers students to deepen their reading comprehension.
4. Since they will already have schema with which they can associate what they read.
5. Provides students with a scaffold for active reading, whether they are reading independently or with coaching.

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to “steal” information before they actually begin reading the chapter. Students will survey the text in the following manner<sup>16</sup>:

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<sup>16</sup><http://wvde.state.wv.us/strategybank/THIEVES.html>

## 1. **Title**

Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. If the text is written in chronological order, the title may indicate where the chapter would fit on a timeline. Some questions that the student may ask while looking at the title include:

“What do they already know about this topic?” or “what do they think this is going to be about?”

## 2. **Headings**

Headings indicate the important sections of the chapter. They help students identify the specific topics covered. Students can turn the headings into questions to create a more focused look at information covered in the chapter. Some questions that the student may ask while looking at the headings include:

“what does this heading let you know what they will be reading about?” or “ what is the topic of the paragraph beneath it?”

## 3. **Introduction**

The introduction provides an overview of the chapter. It may come after the title and before the first heading. Sometimes the goals and objectives of the chapter are stated in the introduction. Some questions that students may ask when previewing the introduction include:

“Is the introduction marked or do they have to locate it?” or “ do you know anything about this already?”

#### **4. Every first sentence in a paragraph**

First sentences are often the topic sentences of the paragraph, and by reading these, a student can get an idea of the information that will be contained in the chapter.

“Does the first sentence of the paragraph tell them what the topic is?” Or “ what important information is given that provides me with clues about the topic of the paragraph?”

#### **5. Visuals and Vocabulary**

Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Questions that students may ask about the visuals include:

“How do these visuals relate to the content of this chapter?” or “are there photographs, drawings, maps, charts, graphs?”

Vocabulary unlocks the meaning of the content. Students need to understand vocabulary in order to comprehend the text. Vocabulary may or may not be identified as key words. It might be highlighted or italicized in the text. the question that students may ask about the vocabulary include:

“Is there a list of key words and are they defined In the glossary?” or “Do they know the important words?”

## 6. End-of-Chapter Questions

These questions indicate important points and concepts from the chapter. Just reading these questions will help students target information that is important in the text and establish a purpose for reading. The question that students may ask about the end-of-chapter questions include:

”What do these questions ask?” or “What information will be important in this chapter?”

## 7. Summary

Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter. the question that students may ask about the summary conclude:

“What are the most important points of this chapter?” or “What do they understand and recall about the topics covered in the summary?”

### b) Three- phased technique

Three- phased technique is a technique which consists of three stages of teaching process. Nunan in Misdaliza states that teaching reading has three phased activities, they are as follows<sup>17</sup>:

#### a. Pre-reading activity

Pre- reading activity is the activity before reading process then, the aims of this are:

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<sup>17</sup> Misdaliza. The use of picture series in teaching reading at man Kampar air tiris.2005.p. 3-4 Unpublished.

1. To introduce and arouse the interest of the students to the topic. In this case , the teacher introduces to the student about the topic which they will discuss in English class
2. To motivate the student to give a reaction for reading text. teacher can ask the students some questions related to the topic.
3. To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students, attention to the material.

b. Whilst- reading activity

Whilst- reading activity is the core of the lesson. What needs to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning reading rapidly to find special information.

c. Post reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written, follows up activity, the student can be asked to describe a situation related to the passage or an incident similar to the passage.

## **B. Relevant Research**

Minoos Alemi from Sharif University of technology (Tehran, Iran) held a research entitled "the effect of pre-reading activities on ESP reading comprehension". The study was intended to Investigate the effect of pre- reading

activities on reading comprehension of L2 learners of science and technology majors. The findings revealed that better comprehension could be gained through restoring to pre-reading activities. In fact, experiment group which was exposed to pre-reading activities gained considerable abilities in comprehension more than control group. Result of this study revealed that giving prior information through restoring to pre-reading activities might become a useful tool for teachers of ESP to facilitate the learner's reading comprehension. Basically, Alemi's research is almost the same as this strategy. Both of these strategies explore the strategy in pre-reading activity<sup>18</sup>.

### C. The Operational Concept

Operational concept is the concept that will be used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is an experimental research which focuses on gaining the effect of using THIEVES strategy toward students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used. The first is variable X is THIEVES strategy. It is an independent variable, that refers to the teachers' strategy in teaching reading. The second is variable Y that is the students' reading comprehension as a dependent variable. Furthermore, the

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<sup>18</sup> Minoo Alemi. *The Effects of Pre-reading Activities on ESP Reading Comprehension*. Sharif University of Technology (Tehran, Iran). Accessed on [http://www.google.co.id/#q=correlation+Pre+Reading+Plan+strategy+journal&hl=id&prmd=imvns&ei=mkSfUKbGO8W8rAfv44GIBQ&start=20&sa=N&bav=on.2.or.r\\_gc.r\\_pw.r\\_qf.&fp=65acd408fc1d0bcd&bpcl=38093640&biw=1024&bih=629](http://www.google.co.id/#q=correlation+Pre+Reading+Plan+strategy+journal&hl=id&prmd=imvns&ei=mkSfUKbGO8W8rAfv44GIBQ&start=20&sa=N&bav=on.2.or.r_gc.r_pw.r_qf.&fp=65acd408fc1d0bcd&bpcl=38093640&biw=1024&bih=629). Retrieved at 01:16 pm November, 11 2012.



writer was also as the teacher involved in teaching the student in both experimental and control classes during the research time. For experimental class, the students were taught by using THIEVES strategy in teaching reading, and for control class, the students were taught by using three phase technique or the usual the technique used by the teacher. The materials taught to both classes were the same. The difference was only the use of the strategy. All of the strategies applied were focused on the students' reading comprehension in narrative text.

The procedures of using THIEVES strategy are mentioned as follows:

### **Variable X**

#### **a. Experimental class**

- a. The Teacher asks the student to look at the title and asks question
  - 1) What do they already know about this topic?
  - 2) What do they think that this is going to be about?
- b. The teacher asks the students to look at heading and asks question
  - 1) What does this heading let you know what they will be reading about?
  - 2) What is the topic of the paragraph beneath it?
- c. The teacher asks the student to look at the introduction that usually comes after the title and before the first heading sometimes the goals and ask the question.
  - 1) Is the introduction marked or do they have to locate it?
  - 2) Do you know anything about this already?

d. The teacher asks the students to look at every first sentence in a paragraph to get idea of the information and asks the question.

1) Does the first sentence of the paragraph tell them what the topic is?

2) What important information is given that provides the clues about the topic of the paragraph?

e. The teacher asks the students to look at all pictures, charts, tables, maps, and graphs and asks question

1) How do these visuals relate to the content of this chapter?

2) Are there photographs, drawing, maps charts, graphs?

And then ask the students to understand vocabulary in order to comprehend the text, and asks question

1) Is there a list of key words and are they defined in the glossary?

2) Do they know the important word?

f. The teacher gives these questions that indicate important point and concept from the teacher and asks question

1) What do these questions ask?

2) What information will be important in this chapter?

g. The teacher asks the students to make summary at the end of the chapter and asks question

1) What are the most important point in this chapter?

2) Do they understand and recall about the topics covered in the summary?

## **b. Control class**

### a. Pre – reading activity

- 1) The teacher introduces to the students about the topic which they will discuss in English class
- 2) The teacher can ask the students some questions related to the topic
- 3) The teacher shows some language preparation, such as; the words, phrases, or sentences, that can be used to lead the students, attention to the material.

### b. Whilst – reading activity

- 1) The teachers develop students reading skill by scanning and skimming.

### c. Post reading activity

- 1) The teacher asks to describe a situation related to the passage or an incident similar to the passage

## **Variable Y**

To know the students' reading comprehension of the second year at MAN Kuok, Kuok district. The writer determines some indicators for reading comprehension as follows<sup>19</sup>.

- a. Some of the students are able to identify the word meaning in narrative text
- b. Some of the students are able to identify the meaning of sentence in narrative text.

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<sup>19</sup> Syllabus SMA.

- c. Some of the students are able to identify setting in narrative text.
- d. Some of the students are able to identify the complication in narrative text
- e. Some of the students are able to identify the generic structure of narrative text
- f. Some of the students are able to identify the communicative purpose in narrative text.

#### **D. The Assumption and Hypothesis**

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

In this research, the writer assumes that both the students in experimental and control classes have different result. The students who are doing the reading activities through THIEVES strategy have good comprehension.

##### **2. Hypotheses of this Research are:**

- a. (Ha) There is a significant difference of students' reading comprehension improvement between those who are taught by using Tittle, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End-of-chapter questions, Summary (THIEVES) Strategy and taught by using three phase technique
- b. (Ho) There is no significant difference of students' reading comprehension improvement between those who are taught by using Tittle, Headings, Introduction, Every first sentence in a paragraph, Visual and Vocabulary, End-of-chapter questions, Summary (THIEVES) Strategy and taught by using three phase technique