CHAPTER II

THE THEORETICAL FRAMEWORK

A. **Review of Related Theories**

1. **Nature of Reading**

   a. **Definition of Reading**

   Reading is a crucial one of four language skills in teaching English. According Moreillon, reading is as a transaction among the reader, the text, and the intention of the author.[1] In addition, it engages the reader to give more attention on text.

   Furthermore Nunan say that, reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes.[2]

   According to Johnson, there are several meaning of the reading: [3]

   a. *Reading is the practice of using text to create meaning.* It means that if there is no meaning being created, there is no reading taking place.

   b. *Reading is a constantly developing skill.* It is like other skills, to get better at reading by practicing. Conversely, if the readers do not practice, they do not get better and their skills may deteriorate. It means that the more they practice in reading, the better their reading are.

   c. *Reading integrates visual and non visual information.* During the act of reading, the visual information found on the page combines with the non visual

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[7]Jodi Moreillon . 2007. Collaborative Strategies for Teaching Reading Comprehension. Chicago: American Library Association. p. 19

[8] David Nunan . 1991. *Language Teaching Methodolog*y. London: Prentice Hall. p.33

[9]Andrew P. Johnson. 2008. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students.* Lanham: Rowman and Littlefield Education. p. 3-5

information contained in taught to create meaning. In that way, what is in mind is just as important as what is on the page in the process of creating meaning (reading).

d. *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It not necessary to know every word in order to read. It means that, the readers focus on the context of the sentence and paragraph to know the meaning, not for each word in the text.

Based on the definitions of the reading above, reading is a window of knowledge for learners. It helps them get cruscial information from the text. In short a good reader will be a good learner to get knowledge.

b. Reading Approach

Reading is a process to know and to get information by using background knowledge as supporter to get information in the text. Background knowledge is a crucial one in comprehension.

In the development of the theory of reading comprehension bottom-up, top-down and interactive processing strategies are important for readers.[4] Bottom-up is the process to find out the information only after the act of reading activities. The readers' expectation to read a book can suppose to get information in the text. The readers' understandings of the text depend on the meaning of the words, sentences, and paragraph. The meaning of the words contributes to the meaning or a sentence, a sentence to a paragraph and so on.

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[4]Nurlaili Putri. 2008. The effect of using about/point strategy on reading comprehension in Hortatory Exposition Text of the Second Year Student of MA NurulHidayahBantanTuaBengkalis Regency. Unpublished Thesis. UIN SUSKA. p.11

Top-down reading is the process where the reader can find out the information of the text, and understand the text based on their knowledge about the text. The purpose of reading a text determines to get the information. Many readers do not fully understand the text, because they don't have appropriate background knowledge about the text. In order to read confidently, students should understand what they read.

Interactive reading is the process that goes on between the reader and the text, resulting in comprehension.[5] To get the meaning of the text some elements like letter, words, sentences, and paragraph should be known by a reader.

According to Brown, for learners of English, there are two primary hurdles must be cleared in order to become efficient readers[6]. First, they need to master fundamental buttom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata, background information and cultural experiences to carry out those interpretations effectively.

2. Reading Comprehension on Analytical Exposition Text

a. Definition of Reading comprehension

To comprehend a text a reader should know the purpose to read a text, because the first point to make the reading process is reading comprehension. Reading with comprehension means understanding what has been read. Reading comprehension involves understanding vocabulary, seeing the relationship

[5]KalayoHasibuan, and Muhammad FauzanAnsyari. Loc. Cit. p. 115

[6]H. Douglas Brown.1994. *Language Assessment: Principle and Classroom PracticesUnited States ofAmerica*; Longman. p.185

among word and concepts, organizing ideas, recognizing the author purpose, making judgment and evaluating.[7] All of its aspects is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Comprehension entails three elements:[8]

1) The *reader* who is doing the comprehending

2) The *text* that is to be comprehended

3) The *activity* in which comprehension is a part.

In considering the reader includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, the reader includes the purposes, processes, and consequences associated with the act of reading.

According to Klingner, there are some processes that involve in teaching reading comprehension to the students that get difficulties specially, as follow[9]

1. Cognitive process

What is actually happening when we comprehend what we are reading? There are five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. We describe each of these next. While reading about these different

[7] 7Kustaryo, S. 1988. *Reading Techniques for Collage Students*. Jakarta; DepartemenPendidikandanKebudayaan. p. 12

[8] Chaterine Snow Chair. Loc. cit. p. 11

[9] Jenette K Klingner, *et. al*. *Loc Cit.*.p. 9

cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with metacognition.

2. Micro processes

Microprocessing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.

3. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand.

4. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. This process is called elaborative processing.

5. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehears- ing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them o accomplish the reading purpose.

b. **Analytical Exposition Text**

Analytical exposition text tells about factual and informational. Besides, expository text is divided in two texts. They are:

a) Analytical exposition. This text explains to reader that an issue/something is very important.

b) Hortatory exposition, this text is intended to explain the readers that something should or should not happen or be done.

1. **Definition of Analytical Exposition Text**

According to Sudarwati and Grace, The communicative purpose of analytical exposition is to persuade the reader or listener that something is the case. The generic structure of analytical exposition text has three components:

1) Statement of Position (Thesis)

It usually includes a 'preview of arguments'. It introduces topics and indicates the writer's position.

2) Arguments

It consists of a 'point and elaboration' sequence. The number of point may vary, but each must be supported by discussion and evidence (which is the elaboration of the point). Points are ordered according to writer's choices, but it is usual to discuss the strongest points first.

3) Reinforcement of the Statement of Position (Reiteration)

It restates the position more forcefully in the light of the arguments presented.

Language features of analytical exposition are:

1) Emotive Words, (eg: alarmed, worried)

2) Words that qualify statements, (eg: usual, probably)

3) Words that link arguments, (eg: firstly, however, on other hand, therefore)

4) The use of the present tense

5) The use of compound and complex sentences[10].

The reader will find this text in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc.Analytical expositions are popular among science, academic community and educated people.

2. Language Features of Analytical Exposition Text

1) The use of emotive words

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[10]Th. M. Sudarwati and Eudia Grace. Look Ahead 2: An English Course for Senior High School Students Year XI Science and Social Study Program. Jakarta. Erlangga. 2007. p.109

(e.g.: alarmed, worried)

2) The use of words that qualify statements

(e.g.: usual, probably)

3) The use of words that link arguments

(e.g.: firstly, however, on the other hand, therefore)

4) The use of present tense

5) The use of compound and complex sentences

6) The use of modal and adverbs

(e.g.: can, may, certainly, get, stop)

7) The use of subjective opinions using pronouns I and we[11].

The examples of analytical exposition in topic are:

1) Should ads be banned from TV programs?

2) Should mobile phones be banned in schools?

3) Why do people continue smoking.

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[11] Lock cit

3. Teaching Reading

To get information from text, it's needed an activity called by reading. In general form, reading is an activity to understand what the writer conveys to the reader. In foreign language learning, reading is likewise a skill that teacher simply expect learner to acquire.[12] The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the students understand the text.

The following principles can guide the design and practice of a reading Programmed. For another list of principles are as follow:[13]

a. Meaning-focused Input

a). Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.

b). Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.

c). Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing.

b. Meaning-focused Output

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[12]H. Dougle Brown. Op. cit. 185

[13]Nation, I.S.P. 2009. *Teaching ESL/ EFL Reading and Writing*. New York: Rutledge. [*Electronic Book*]. p. 6

Reading should be related to other language skills. The course should involve listening speaking and writing activities related to the reading.

c. Language-focused Learning

a. Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice (Chapter 2), vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.

b. Learners should be given training and practice in a range of reading strategies. These strategies could include previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.

Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading

c. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

d. Fluency Development

a. Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

b. Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture. These are not usually found at school.

c. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

According to Anderson, there are eight principles for teaching reading[14], they ere:

1. Exploit the reader's background knowledge

Background knowledge includes all of the experience that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

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[14]Neil Anderson. 2003. *Reading in Practical English Language Teaching.* Editor David Nunan. New York: McGraw-Hill Company. p. 74

2. Build a strong vocabulary base

3. Teach for comprehension

   Monitoring comprehension is essential to succesfull reading. In order to teach for comprehension, the readers must monitor their comprehension process and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend.

4. Work in increasing reading rate

   The teacher must work towards finding a balance between assisting students to improve they reading rate and developing reading comprehension skills.

5. Teach reading strategies

   To achieve the desired result, students need to learn how to use a range of reading strategies that match their purposes for reading.

6. Encourage readers to transform strategies into skill

7. Build assessment and evaluation into your teaching

   Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the teaching classroom.

8. Strive for continious improvement as a reading teacher

   Reading teacher need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best.

4. Teaching Reading by Using SQP2RS Strategy

    a. **Definition of SQP2RS**

In teaching and learning English, there are some concepts that should be known by the researcher. They are approach, method, technique, and strategy. The explanation of them as follows:

        b. According to Harmer, Approch refers to theories about the nature of language and language learning that serve as the source of practice and principles in language teching.[15]In other words, an approch describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.

        c. A method is the principal realization of an approach . In other words, it is an overall plan for the presentation of language learning based on selected approach. In addition, it is still about the procedures of language learning based on theory.[16]

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[15]Jeremy Harmer. *The practice of English Language Teaching: Thrid Edition.* (Cambridge: Longman, 2001). P. 78

[16] Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd ed): (Boston: Heinle 2001), p.5

d. Technique is a procedure or skill for completing a specific task.[17] In other words, it is kind of classroom activities based on certain method such as drills, dialogues, or role play.

e. Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.[18] In addition Oxford's state that it is an action in classroom activities taken by learner to make learning easier, faster, enjoyable, and more than transferable in a new situation.[19] Thus, the strategy has the students to perform a few steps in learning process (student center). The strstegy is devided into two majors direct and indirect strategies. The first major, Direct strategy is strategy for dealing with the new languae working with the language itself in a variety of specific tasks and situations. It was divided into three parts. They are memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and conpensation strategies for using the language despite knowledge. The second major, indirect strategy is a strategy for general management of learning. It is divided into three forms. They are metacognitive strategies for coordinatingthe learni ng process, affective stretegies for regulating emotions, and sociel strategies for learning with others.[20] Survey Question Predict Read Respond Summarize Startegy is included into direct strategy because it is applyed by the students directly to

[17] Harmer, Jeremy, *loc. cit*

[18] Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third edition (New York: Pearson Education, 2002), p. 559

[19] Rebecca L. Oxford, *Language Learning Strategies: what every teacher should know,* Boston: Heinle&Heinle Publisher, 1990, p. 1

[20]RebeccaL. Oxford. Language Learning Strategies: What Every Teacher Should Know. (New York: A division of Harper & Row, Publihers, 1990). P. 14-15

learn the language. It is included into cognitive strategy because in Survey Question Predict Read Respond Summarize the learners should understand the text first and after that produce the main idea from the text by their own word.

The aim of teaching reading is to develop the students' ability. Therefore, they can read and understand the English text effectively and efficiently. In teaching reading many students sometimes are unable to get complete understanding of the texts. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words. It means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non relevant information, and tolerate less than word-by word comprehension therefore those students need strategies in order to overcome the problems.

Survey Question Predict Read Respond Summarize is a simple strategy for identifying the main idea of a paragraph or short section of text.[21]It is usually taught with reading strategies that are implemented using peer-assisted learning strategies. The goal of using Survey Question Predict Read Respond Summarize is to help students develop their reading comprehension skills and understand what they read.

Henry said that Survey Question Predict Read Respond Summarize is designed to developed comprehension through summarization and main idea identification.[22] By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, teachers help their students develop both the ability

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[21] Henry ,*Teaching Reading Comprehension strategies* ,(New York,London : The Guilford Press,2007)p.11

[22]Henry Reading Comprehension Strategies, (New York : Inc. Publishers,2007),p. 185

and the confidence to handle communication situations they may encounter beyond the classroom.

SQP2RS Strategy is one of be effective strategy can influence students reading comprehension especially for reading expository texts[23]. So based on the opinions above, the researcher conclude that SQP2RS strategy is giving a key words or phrases to the students before teaching reading process to get the purpose.

Procedures for SQP2RS strategy:

1. The students scan the text for 1-2 minutes

2. The students create questions that are likely to be answered by reading the text three question only.

3. The Students think about what they think they'ill learn based on question generated

4. The students read the text, searching for answer to their questions and validate or refute their predictions

5. The students answer questions and create new ones for the next portion of the text to be read

6. The students summarize the key concepts explained in the text

    a. **Relevant Research**

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[23] Mary Ellen Vogt .*Creativity and Innovation in Content Area Teaching:a Resource for Intermediate, Middle, and High School Teachers.* Norwood, MA: New York-Gordon Publishers,2010,p.65

There are many previous researchers regarding to techniques used in teaching reading comprehension. According to Syafi'i relevant research is very useful reference widening comprehension on related topic.[24]

The researcher shows the relevant research, that is the research found by Heru Rudi Julianto entitled. *The Effect of SQP2RS Strategy in comprehending Text of the second year students at SMA Negeri 4 . Jakarta (unpublished) 2005/2006 Academic Year*[25]. In this research, He found that Ha is rejected and Ho is accepted, because in T-table at the degree of significance 5% and 1% was obtained 2.00 and 2.65. it can be analyzed that T- table in either 5% or 1% . it can be read that 2.00 < 8.201>2.65. He found that there is significance difference there was a significant improvement in comprehending text.

And other research was found by Andi Lesmana entitled. *The Effect of using SQP2RS strategy toward students reading achievement of the second years students of MAN 1 Bandung*[26]. In this research he found that the Ho is accepted, because in T-table at the 5% grade of grade of significance 1% is 2.68. So it can be analyzed that t0 is higher than T table in either at 5% or 1% it can be read that 2.01<8.26>2.68) he found that there is significance of SQP2RS has significant effect on students reading achievement of the second years students of MAN 1 Bandung.

Based on the conclusion of the previous researchers that strategies is influenced and very essential to improve students comprehend toward their learning. Strategies help students to master the material and give the solution or ways to comprehend the lesson.

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[24]M. Syafii S. 2011. From Paragraph to a Research Report: A Writing of English for Academic Purpose. Pekanbaru: LBSI. p. 122

[25]Heru Rudi Julianto, *The Effect of SQP2RS Strategy toward Reading Comprehension Text of the Second Year Students at SMA Negeri 4 Jakarta.*(unpublished) Jakarta 2006.

[26]AndiLesmana, *The Effect of SQP2RS Strategy toward Students Reading Comprehension of the Second Year Students of MAN 1 Bandung*, Unpublished, Bandung, 2007.

B. **Operational Concept**

This operational is used to avoid misunderstanding and misinterpretation as long as the researcher conducting the research. So, it should be interpreted into particular word. There are two variables will be used. The first is SQP2RS strategy as the variable X or independent variable which refers to the teacher's strategy in teaching reading. The second is student's reading comprehension as variable Y or dependent variable SQP2RS strategy is an independent variable and students' comprehension in reading is a dependent variable.

2. **The indicators of SQP2RS (variable X):**

The implementation of Survey, Read, Question, Respond, Predict, Summarize) SQP2RS strategy can be seen as the following steps:

1. The teacher asks students scan the text for 1-2 minutes (Surveying)

2. The teacher asks students (with or without teacher guidance) create questions that are likely to be answered by reading the text (Questioning) three question only.

3. The teacher asks Students think about what they think they'ill learn based on question generated in step 2 (Predicting)

4. The teacher asks students read the text, searching for answer to their questions and validate or refute their predictions (Reading)

5. The teacher asks students answer quetions and create new ones for the next portion of the text to be read (Responding)

6. The teacher asks students (in writing or orally), summarize the key concepts explained in the text (Summarizing)

2. **The indicators of students' reading comprehension (variable Y) as follows**:

   1. Students are able to find factual information of the text correctly.

   2. The students are able to identify main idea of the text correctly.

   3. The students are able to identify the meaning of the words, synonim or antonym of the text correctly.

   4. The students are able to identify reference of the text correctly.

   5. The students are able to identify generic structure of the text correctly.

C. Assumption and Hypotheses

   1. Assumption

The are many strategies which are effective to improve reading comprehension, one of them is Survey, Read, Question, Respond, Predict, Summarize) SQP2RS strategy. Survey, Read, Question, Respond, Predict, Summarize) SQP2RS strategy is one of appropriate strategies to improve students' reading comprehension. So, the researcher assumes Survey, Read, Question, Respond, Predict, Summarize) SQP2RSstrategy is useful to be implemented.

2. **Hypothesis**

The hypothesis in this research is:

a. **Null Hypotheses (H_0)1:** There is no significant difference of students' reading comprehension in annalytical exposition text before being taught by using Survey Question Predict Read Respond Summarize Strategy for experimental class and without using Survey Question Predict Read Respond Summarize Strategy for control class at the Second Year Students ofSMA Muhammadiyah Rambah.

b. **Null Hypotheses (H_0)2:** There is no significant difference of students' reading comprehension in annalytical exposition text after being taught by using Survey Question Predict Read Respond Summarize Strategy for experimental class and without using Survey

Question Predict Read Respond Summarize Strategy for control class at the Second Year Students ofSMA Muhammadiyah Rambah.

c. **Null Hypotheses (H$_0$)3:** There is no significant difference of using Survey Question Predict Read Respond Summarize Strategy towards students' reading comprehension in annalytical exposition text at the Second Year Students of SMA Muhammadiyah Rambah