CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoritical Framework

1. The Nature of Reading

Reading is one of English language skills that should be mastered in order to get more information, it cannot be separated with the learning process. It is not only used in teaching and learning process but also in daily life situation.

Reading is a complex act for human because it is a visual process that begins with one's ability to use one's vision to interpret graphic symbols. Reading is typically not one of the core subjects taught in middle and high schools. Although it may seem logical to teach reading skills and strategies in language arts classes, most secondary English teachers are not trained in teaching reading and do not view that as their responsibility[9].

Reading is approached as a thinking process one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for perceiving patterns and structure within sentences are included. In addition, According to Nunan "reading is fluent process of reader combination of word recognition, intellect and emotion interrelated with prior knowledge

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[9]Susan Lenski and Jill Lewis, *Reading Success for Struggling Adolescent Learners,* The Guildford Press, New York, 2008. P. 1

to understand the message communicated'[10]. It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

Then, good reader can identify or know what the text is talking about, make conclusion and take information from the text. There are five basic types of reading performance, they are:[11]

a. *Perceptive*

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

b. *Selective*

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

c. *Interactive*

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

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[10] David Nunan, *Pratical English Language Teaching;1ˢᵗ Edn,* Mc. Graw Hill, Singapore, 2003. P. 68

[11] H. Douglas Brawn, *Language Assessment: Principle and Classroom Practice*, San Fransisco State University, New York, 2004. P. 189

In brief, reading is achieving meaning from the writer to the reader in order to get new information. Reading activity is important because it includes message communicated and to understand something that is not found from oral communication.

2. Reading Comprehension

The first point to be made the reading process is reading comprehension. Reading with comprehension means understanding what has been read. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text.[12] The purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. "Reading comprehension involves much more than readers' responses to text. To read the text the reader must decode what the text literally says but at the same reader must bring their knowledge to the text to determine what the text actually means (to reader).[13]

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[12] Charl Nel, Carisma Dreyer and Mariaan Kopper, An Analysis Of The Reading Profiles Of First-Year Students At Potchefstroom University: A Cross-Sectional Study And A Case Study, (*South African Journal of Education*, Cop yright © 2004 EASA, Vol 24(1) 95 – 103), retrieved on May 14, 2013 from : http://www.ajol.info/index.php/saje/article/download/24972/20656.

[13] Martin Montgomery,et al., *Ways of Reading: Advance Reading Skill for Students of English Literature*, (New York: Routledge,2007), p.20

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style.

There are several skills in reading comprehension. In this case, student should understand about how to implement these skills in their reading comprehension as follows:

1. Topic of the text. The first step in reading is to find the topic. Topic is general information that should be found in the text when reading. It shows the content of whole paragraph in text. Zainil clarifies that topic is one thing a paragraph is about. Every sentence in a paragraph is a way to discuss or explain this topic[14].

2. Main idea. Main idea is a broad sense of paragraphs. Main idea is an important point in reading. Main idea will show the information or message of the text. Otong defines main idea as the content of messages, information, and idea that explains from beginning until the end of the text. Main idea can be found in the first sentence or in the last sentence in a paragraph or it can be found implicitly[15]

3. Specific Fact or Detail. It requires reader to scan specific information. The reader must be able to find the factual or certain information in detail, such as person, place, event, and time.[16]

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[14] Zainil. *Reading Theories.* Universitas Negeri Padang Press. Padang. 2003. P.38

[15] Otong S. Djuhari. *Bimbingan Mantap Bahasa Inggris.* Yarma Widya. Bandung.2007. P. 175

[16]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa,* (Bandung:Angkasa.2013), p.10

4. Supporting Detail. Supporting Details are those facts and ideas that prove or explain the main idea or paragraph. While all the details are equally important. They key details directly explain the main idea. Other details may provide additional information, offers an example, or further explain one of the key details[17].

Improved reading comprehension skills can positively impact many facts of students' academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes.

3. Teaching and Learning Reading Comprehension

Reading is an active and communicative process. It also an interactive process that goes on between the reader and the text, resulting in comprehension. It means there is communication between reader, the text, the interaction between reader and text. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine the meaning.

The purpose of teaching reading is developing the students' ability to understand the text effectively and efficiently. According to David Nunan, there are several principles in teaching reading[18]:

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[17] Zainil. Op Cit. P. 53
[18] David Nunan, *Practical English Language Teaching,* Op. Cit 74

1) Exploit the reader's background knowledge

2) Build a strong vocabulary base

3) Teach for comprehension.

4) Work on increasing reading

5) Teach reading strategies

6) Encourage readers to transform strategies into skills

7) Build assessment and evaluation into your teaching

8) Strive for continuous improvement as reading teacher

Teaching reading is a learning process. The process is such as recognizing words, assigning meaning to words, constructing the meanings of sentences and larger units, and relating the information gleaned from the text to information we already have. Besides, there are three activities of reading: pre-reading, during-reading, and post-reading activities. Following are the activities of reading subject:

a. *Pre-reading activities*

Pre-reading activities get students ready both cognitively and effectively to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they read and finding reading an enjoyable experience. Obviously, pre-reading activities take place prior to reading a selection. The following list shows some of the many uses of pre-reading activities:

1). Motivating and setting purposes for reading

2). Activating and building background knowledge

3). Building text-specific knowledge

4). Relating the reading to students' lives

5). Pre-teaching vocabulary and concepts

6). Pre-questioning, predicting, and direction setting

7). Suggesting comprehension strategies

b. *During-reading activities*

During-reading activities include both things that students do themselves as they are reading and things that do to assist their activities that facilitate or enhance the actual reading activities. The following list shows five types of during-reading activities:

1). Silent reading

2). Reading to students

3). Oral reading by students

4). Guided reading

5). Modifying the text

c. *Post-reading activities*

Post reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into actions. Post reading activities can be categorized into seven kinds :

1). Questioning

2). Discussion

3). Reading

4). Drama

5). Artistic and non verbal activities

6). Re-teaching

Based on the explanation above,teaching reading is a crucial activity because the students have to follow the steps in reading activity such as pre reading activity, while reading activity, and post reading activity.

4. Narrative Text

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. According to Thomas S. Kane, narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).[19]

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience. Then, generic structures of narrative text are:

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[19] Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Barkley Books,2000), p. 366.

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.

5. Frame Sentences Strategy

a. Concept of Frame Sentences Strategy

Frame Sentences strategy is the new strategy it can be the solution to teach reading, especially reading comprehension with the creative procedure. Frame sentences strategy was developed by Margaret Bouchard (2005). Margaret Bouchard stated that the purpose of this strategy is to help students understand and build content vocabulary and develop awareness of sentences structure. They may also help you determine students' prior knowledge about specific topic.[20]

Acording to Lynne Ecenbarger, Frame sentences are the students' responses to simple question. They are used to develop oral syntax and rhythm. Frame sentences are speech pattern and can become constructing[21].

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[20] Margareth Bouchard, Op Cit., P. 24
[21] Lynne Ecenbarger. *Method Mania Activities to Teach Written Expression Skills and Strategies*. Author house. Blomington. 2007. P. 48

In other Country Frame sentences are also known with the name of Sentence Frame. Sentence frames can be helpful for students of all abilities. They can be especially helpful for students with learning disabilities in writing and for English Language Learners (ELLs). ELLs may have difficulty learning new vocabulary words, especially when the words are not used everyday, such as the vocabulary used in science and social studies class. Sentence frames can help ELLs in both the areas of writing and oral language. After filling in a sentence frames, the students can read the sentence or sentences outloud to a partner or to the class. Sentence frames used in this way can help to build necessary language skills[22].

According to Carrier, Sentence Frames are similar to word walls that are prominently displayed in the classroom. They provide a visual display of well-formed phrases and sentences, allowing students to communicate in classroom discussions about content. Sentence walls/ frames provide the language necessary for talking and writing about a given topic. It allows English Language Learners to become familiar with vocabulary and sentence structures[23].

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[22] Donnelly, W., & Roe, C. J, *Using Sentence frames to develop Academic vocabulary for english learners. Reading Teacher, 2010. 64*(2), 131-136.

[23] Carrier, K.A. & Tatum, A.W.*Creating sentence walls to help English-language learners develop content literacy.* The Reading Teacher. 2006. P.285-288.

b. The Advantages of Frame Sentences Strategy

Frame sentences strategy is a strategy that is very useful especially to make student interested to learn about reading subject. Students often struggle finding just the right words to explain, describe, and clarify what they are thinking. One way to help students, and further engage English language learners in class discussions, is to provide them frame sentences. Frame Sentences work as language models, providing students language structure, lowering their affective filter and consequently increasing student participation and interaction in class. Frame Sentences can be used with really young learners as well.

According Margaret Bouchard, frame sentences strategy is Very often difficult for beginning ELLs to express what they already know about a topic, in either oral or written form. Also, quite frequently they are unfamiliar with specific text structures, such as cause/effect, comparison/contrast, problem/solution, and question/answer sequence. Using frame sentences can help ELLs understand text and sentence structure while learning content information.[24]

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[24] Margaret Bouchard Op Cit 24

c. The Procedure of Frame Sentences Strategy

Based on the description above, in learning process, as a teacher we need strategy to make students comprehend about content text. The best strategy on the students? reading comprehension is Frame Sentences Strategy. There are some steps in conducting Frame Sentences strategy in the classroom, especially in teaching and learning reading. Here's an example of how to construct sentence frames for the topic Plants:

1. To determine prior knowledge, ask: What do you know about plants?

2. Then introduce the frame sentence:

   Plants are living things that *Grow*

   Plants are living that *Need Water*

3. The sentence frame is repeated until student have finished writing their information.

4. After each lesson convering the topic, student can write in new information that they learned using the sentence frame.

   You can construct sentence frames that enable students to use nouns, adjective, verbs, and prepositional phrases.[25]

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[25]Margareth Bouchard. Op. Cit 24

B. The Relevant Research

Syafi'i stated that relevant research is required to observe some precious researches conducted by other researchers in which they are relevant to our research itself. [26] Besides, we have to analyze what point that was focused on, inform the designs, finding and conclusion of the previous research.

In 2013, Akil Isa conducted a research entitled "The Effect of Story Frame Strategy Toward the Second Year students reading comprehension of Narrative Text at State Junior High School 1 Rambah Hilir Rokan Hulu Regency". He found the significant effect of story frame strategy to improve students' reading comprehension in Narrative text. He concluded that teaching reading by implementing story frame strategy at the second year students of state junior high school 1 Rambah Hilir was better than without implementing story frame strategy. It is the same as this research, but the researcher used the different strategy from him.[27]

In 2005, Chiu-Ling Chiang,[28] conducted a research "The Effect of Graphic Organizers on Taiwanese Tertiary Students' EFL Reading Comprehension and Attitudes towards Reading in English". Research has shown that the graphic organizers was effective in facilitating reading

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[26] M. Syafi'i, S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, Lembaga Bimbingan Belajar Syaf Intensif, Pekanbaru, 2007. P.122

[27] Akil Isa, *"The Effect of Story Frames Strategy Toward the Second Year Students Reading Comprehension of Narrative Text at State Junior High School 1 Rambah Hilir Rokan Hulu Regency,* Unpublish, Pekanbaru. 2013

[28] Chiang, Chiu-Ling, "The Effect of Graphic Organizers on Taiwanese Tertiary Students' EFL Reading Comprehension and Attitudes towards Reading in English", (Sydney: Unpublished, 2005), p. ii

comprehension and learning attitudes when students constructed their own graphic organizers cooperatively in group work in the post-reading session. The study was conducted in two stages. During the first stage, the teacher generated graphic organizers strategy. In the second stage, participants generated graphic organizers in a group work setting. Two comprehension test generated by researcher as a pre-test and post-test were administered.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. There are two variable used in this research. There are variable X that refers to the effect of using frame sentences strategy and variable Y that refers to the students' reading comprehension. Therefore, variable X is as an independent variable and variable Y is as a dependent variable.

1. The Indicators of variable X

Procedures of Experimental Group

The treatment was conducted for experimental group only. The treatment used Frame Sentences strategy on reading comprehension, there are the procedures of frame sentences strategy in learning process:

a). Teacher determines prior knowledge of students

b). Teacher introduces the frame sentences:

c). Teacher repeats Frame sentences until students have finished writing their information.

d). Teacher convers the topic, so that students can write in new information that they learned using the frame sentences.

2. **The Indicator of Variable Y :**

The students' reading comprehension can be seen in the following indicators:

1. The students' ability to understand about the meaning of the text on reading comprehension.

2. The students' ability to identify the topic of the text on reading comprehension

3. The students' ability to identify the main idea of the text on reading comprehension.

4. The students' ability to identify the supporting detail of the text on reading comprehension.

5. The students' ability to find the author's idea of the text on reading comprehension.

6. The students' ability have high ability on reading comprehension.

D. **Assumptions and Hypothesis**

1. **Assumptions**

Before formulating the hypothesis, the researcher would like to present some assumption about this study as follows:

a. The students' reading comprehension are various.

b. Teaching by using Frame sentences strategy can influence the students' reading comprehension

2. **Hypothesis**

Based on the assumption above, the hypothesis of this research can be formulated as follows:

a. $H_0(1)$: There is no significant difference of pre-test mean score between experimental group and control group of State senior High School 1 Kundur District, Karimun Regency, Kepulauan Riau Province.

b. $H_0(2)$: There is no significant difference of post-test mean score between experimental group and control group of State senior High School 1 Kundur District, Karimun Regency, Kepulauan Riau Province.

c. $H_0(3)$: There is no significant difference of pre-test and post-test mean score between experimental group and control group of State senior High School 1 Kundur District, Karimun Regency, Kepulauan Riau Province