CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

As one of English skills, reading is the ability to draw the meaning from the text or printed materials. It requires the process of getting and interpreting the message sent by the authors appropriately through the printed materials, such as books, magazines, newspapers, text, and so on. In fact, many instances around the world may argue that reading is the most important foreign language skills, particularly in cases where the readers have to read English materials in order to help them develop their knowledge at various subjects either in school or daily life.

According to Blackowicz and Ogle, reading is a process where the reader gets the information from books, newspaper, manuals, advertisements, and so on.[1] Those are the medium that can be used to get the information. Moreillon stated that reading means

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[1] Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, 2 nd Ed., (New York: The Guilford Press, 2008), p. 15.

understanding the text.[2] It can be inferred that when the readers read, they tried to get what the authors message from the text which they had written. Grabe also said that reading means comprehension process that asked the reader to understand the information which the author is trying to deliver to his/her writing. [3] From those explanations can be concluded that reading is an activity to understand the idea which the author tries to deliver in the writing.

2. The Definition of Ability

Ability refers to an individual's capacity to perform the various tasks in a job. Ability is a noun which has some synonyms; they are power, skill, competency, capacity, efficiency, capability, aptitude, faculty, talent.[4] Based on Macmillan dictionary, it is define as the fact of being able to do something, the level of skill that someone has in particular job or activity.[5]

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[2] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association, 2007), p. 10.
[3] William Grabe, *Reading in a Second Language Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 14.
[4] *www. English-for-students.com/Ability.htm*
[5] *www. Macmillandictionary.com/thesaurus/British/ability*

. According to David F. Lohman in his paper defined ability as level of performance on a particular task or class of tasks.[6] The etymological definition of ability is the physical, mental, or legal power to perform something.

Williams and Morran cited in the research by the College English Teaching and Research Project of Shanghai Foreign Language Education Press, "skill is an ability which has been automatized and operates largely subconsciously, whereas a strategy is a conscious procedure carried out in order to solve a problem." It is mean that ability same as skill which the purpose is to solve the problem.[7]

There are thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored. Since everyone could fail to accomplish a task, or could succeed at it, individual differences are not a necessary component of this definition of ability. It can be synthesized that ability basically mean potential of someone to do

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[6] David F. Lohman, *issues in the definition and measurement of abilities,* (lowa: The university of lowa, 1997), p.2.
[7] International Education Studies, *Reading Abilities and Strategies:* A Short Introduction Vol. 3, No. 3; August 2010, p. 154

something or to perform a power or to do various tasks in a specific job or activity, which can be enhance by learning.

3. The Definition of Reading Ability

Getting closer to the definition of reading ability, it can be sum up from the definition above that reading ability is the potential or the capacity of students to get the idea and the information of the text. Reading ability is important for the students.

About the importance of reading ability, Karlin stated as follow: Reading ability is important. While it does not guarantee success in and out of school, it certainly contributes it. Daily living, jobs, and a place in society depend in part on the ability to read. The demands of citizenship in this modern world require that we read and think critically. And although other activities often crown aside, reading for relaxation and enjoyment can add to one's quality of life.[8]

In addition, it can be described that reading ability is a cognitive ability which a person is able to use when interacting with text, thus it is unlike comprehension, which can be viewed as the

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[8] Robert kalin, *Teading Readingin High School,* (New York: Harper & Row, Publisher, Inc., 1984), p.5.

product of reading a particular text, ability are seen as part of the generalized reading process.

4. The Understanding of Reading Comprehension

Reading is an activity in order to get information and understand the writing text. According to Klingner, et al., see reading comprehension as a complex process to get meaning from the author including word meaning, word knowledge, and fluency.[9] Reading is also comprehending process.

He also added reading comprehension is not only the reader response to the author's meaning but multicomplex process to involve many interactions between the reader and what they comprehend from the text.[10] Reading comprehension is very complex activity. So much occurs inside the mind of the readers as the eyes glide over the printed words.

From definition above, reading comprehension is the process making meaning from the text. The readers have superiority and weakness from the text they read. The superiority that person can

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[9]Jannete K. Kligner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilfford, 2007), p. 2.
[10]Jannete K. Kligner,et al., *Teaching Reading Comprehension to Students with Learning Difficulties*,p.8

understand what they read and the weakness they have less understand what they read.

According to Namara, generally comprehension is an interaction between readers previous knowledge and their knowledge after reading the text.[11] Comprehension includes recognizing and understanding a main idea and related to the detail.

Furthermore, there are several comprehension factors that influence students reading comprehension, those are:

a. Background knowledge

b. Vocabulary mastery

c. Fluency

d. Comprehension strategies

e. Comprehension skills

f. Motivation

g. Genres

h. Text Structures

i. Text Features. [12]

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[11]Daniel Mc. Namara, *Reading Comprehension Strategies*, (New York: Lawrence Erlbaum Associates, 2010), p. 28.
[12]Reading Comprehension Factors, an Imprint of Pearson Education Inc., 2010.

Those dimensions of reading which had been mentioned above are factors that influence reader's comprehension. From those concepts above, it can be known that reading comprehension is a multiprocess since in the reading comprehension the reader is not only read the text but the reader must make an organized way between the knowledge which they just know and they have already known.

5. Strategies in Reading Comprehension

There are several strategies in reading comprehension that can be used by the students when they are reading the texts. According to Moreillon, reading comprehension strategies is a medium that can help students to read the text.[13] It means that when the students find difficulty on reading the text, these strategies could help them to make reading text be easier.

Duffy explained four strategies reading comprehension including Before you begin reading, As you begin reading, During reading and After reading.[14]

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[13] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.10.

[14] Gerald G. Duffy, *Explaining Reading*, 2nd Ed.,(New York: The Guilford Press, 2009), p. 19.

a. Before-You-Begin Strategies

In this strategy, the students set the purpose before they read the text. By setting the purpose in the beginning, it will make students be more motivated and comprehend since they know what kind information that must be found.

b. As-You-Begin-Strategies

predicting is the strategy relied upon most as you begin. Predictions can based on three kinds of prior knowledge, which are :prior knowledge about the purpose of the reading, prior knowledge about the topic, and prior knowledge about type of text.

c. During Reading

The second strategy is during reading. If the students found some problems when they are reading, they could use during reading strategy. The following steps are important during reading. The first is when the students found some words that they do not know, meanwhile they are not allowed to open the dictionary, they could guess the meaning of the word by looking at the word before and after the unknown word. Then, if the students did not know the conjunction which is used whether it

is to show adding idea e.g., moreover, furthermore, further, to show contrasting idea e.g., on the contrary, on the other side, meanwhile, or to show giving conclusion e.g., it can be concluded that, all in all, the conclusion is, the students just keep reading and find the another clue in the next sentence. Last, sometimes the problem is a lost focus for why the material is being read in the first place, whereupon the students will stop and re-think how reading is to be used. When the students find those problems, the students just focus on reading and avoiding that can be obstacles.

d. After Reading

According to Tankersley, in after reading, the students are asked to focus on showing their understanding and connecting their new knowledge to prior knowledge.[15]It means connecting the process among before, during, and after reading activity, it can help the students in understanding the text and the students are actively involving in reading.

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[15] Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003), p. 110.

6. Purpose of reading

In reading a text, of course readers can find purpose The purpose from the text. By reading, they can know the way of reading and how the sentences or words will be read. The students can find some vocabularies, remember it and get information of the text. Every students has their own purposes to read something.

The purpose of reading according to Tarihoran and Rachmat, it has been classified into four purposes, they are:

a. Reading for pleasure

    1) To follow a narrative

    2) To enjoy the sound and the rhythm of a literary text.

b. Reading for a general impression

    1) To gain an idea of the writers viewpoints

    2) To gain an overall impression of the 'tone' of a text

    3) To decide whether or not to read the next

c. Reading for organizing reading and study

    1) To identify the important content of a text

    2) To answer a specific questions

    3) To decide which section of a text to start studying

d. Reading for learning content of procedure

    1) To gain an understanding of new concepts

    2) To learn certain facts from a text

    3) To follow instruction.[16]

Based the explanation above readers should have strong comprehension to draw conclusion about what they read, what is important, what is a fact, what is cause something happen. Comprehension involve combining skill, the reader can reach the purpose.

The main purpose in reading is to find the information and to get pleasure or enjoyment. Reading for information means that the reader understand the meaning of the passage and get important of the passage.

Reading for information, it means that reader can get information from the text, such as reading newspaper, journal, article, textbook, magazine, etc.

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[16] Naf'an tarihoran & miftahul rachmat, *Basic reading skills1,*(Serang: loquen press,2012),p.6-7.

7. Kinds of Reading

When reading printed words, the reader not only pays attention the purpose of reading but also he/she knows the kinds of reading. In this notion, Mikulecky and Jeffries divided into ten parts.

a. Scanning

Scanning is the high-speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words.

b. Previewing and predicting

Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about this book.

c. Vocabulary Knowledge for Effective Reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word. .

d. Topics

Finding the topic of the passage is the others strategy to read for meaning. It gives an advantages to use a question

the topic the text are reading about such as what is the general idea?, What is this?

e. Topics of Paragraphs

In a paragraph contains sentences that have same aspect related to the text.

f. Main Ideas

The main idea of a paragraph gives the reader topic of author"s idea. The expresses always appears in a complete sentence include the main idea and the topic.

g. Pattern Organization

Mickulecky and Jeffries classified four common patterns while reading comprehension, they are, first, list of related ideas, sequence, comparison/contrast and cause effect.

h. Skimming

Getting the general sense of a passage or a book fast could save the readers time.

i. Making Inferences

Some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clue.

j. Summarizing

Summarizing from the important key points is to retell of a reading text and to make shorter form.[17]

Meanwhile, According to Harmer there are two kinds of reading related to its purpose, those are intensive reading and extensive reading.[18]

a. Intensive reading

The notion intensive reading, Harmer defined that the reading activity focuses to learn composition of the text which is the variants of the text depends on the purpose of the reader. [19]In other words, studying the construction of the text, which has a certain purpose by the reader, can be read intensively.

Intensive reading means reading for detail. It can be said when the students read the text, they try to get every detail of the text. Brown explained that intensive reading is reading that focus on

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[17] Beatrice S. Mikulecky and Linda Jeffries, More Reading Power, (New York: Addison- Wesley Publishing Company, 1996), p. 14-167.

[18] Jeremy Harmer, How to Teach English, (Essex: Pearson Education Limited, 2007), p. 99.

[19] Jeremy Harmer, How to Teach… , p. 99.

surface structure such as grammatical forms, meaning and so on. [20]

Nation articulated Intensive study of reading text can be a means of increasing learners knowledge of language features and their control of reading strategies. [21] Here, this explanation said that beside detail information that the reader gets through it, intensive reading also makes the reader improves his understanding about language features that are focus on the language that is being used.

In summary, intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it.

b. Extensive reading

After discussing the intensive reading, now this term will focus the extensive reading. Harmer explained that "the term extensive reading refers to reading which students do often

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[20] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Ed, (New York: Wesley Longman Inc., 2001), p. 312.
[21] I. S. P. Nation, Teaching ESL/EFL Reading and Writing, (New York: Taylor and France Group, 2009), p. 25.

(but not exclusively) away from the classroom." [22] It means that, the time for reading as usual and can be done wherever the students are beside the classroom.

According to Nation, extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read.[23]it means that extensive reading concentrate in meaning and the progress of understanding the book that the reader chooses.

Furthermore, Nation added During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.[24] In this sense, the reader can choose the literature, as he/she likes because the objective of extensive reading is dealing with the meaning of it. The same argument by Day and Bamford (1998) added that characteristic extensive reading as involving a large

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[22] Jeremy Harmer, How to Teach English, (Essex: Pearson Education Limited, 2007), p. 99

[23] I. S. P. Nation, Teaching ESL/EFL Reading and Writing, (New York: Taylor and France Group, 2009), p. 49.

[24] I. S. P. Nation, Teaching ESL/EFL Reading and Writing, (New York: Taylor and France Group, 2009), p. 50.

quantity of varied, self selected, enjoyable reading at a reasonably fluent speed.[25] It is obviously in extensive reading emphasize that the reader can access, enjoy the literature which he/she has chosen wisely.

Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

In short, the reader has to decide whether she/he wants to read as her/his attention on the meaning of the text or learning the language feature of the text Thus, it makes the reader focus on the process of reading. Moreover, making interpretation a text, the reader has to understand various text types. Here is one type of text that has related with is Narrative text.

8. Assessing of Reading Comprehension

Brown say, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being

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[25] I. S. P. Nation, Teaching ESL/EFL…, p. 50.

measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[26]

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.[27]

1. Main Idea

   Segretto states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. Specific Information

   Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother which state that supporting

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[26] Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241

[27] Rima Priska Andriyani, "*Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert,*" (a script, Lampung University, 2016), p.14

detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

3. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

4. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

5. Vocabulary

According to Marchado a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

B. Narrative Text

1. The understanding of narrative text

Narrative is a text in which a narrative agent tells a story.[28] It means that narrative text is the text which tells sequence of story that can be realistic, fantastic or both. According to Dymock, generally the story tells about what happend in the story, who did it, what to whom and why.[29] From those explanations above, it said that narrative text is story tells us about something interesting that has purpose to amuse and to entertain for the readers

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[28] Angela Carrasquillo, et al., *Beyond the Beginnings (Literacy Interventions for Upper Elementary English Language Learner)*, (Great Britain: Cromwell Press Ltd., 2004), p. 74.

[29] Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Awareness,* International Reading Association, 2007, p. 161.

or the viewers. we used narrative when we tell a friend about something interesting that happen to us at work or at school a we tell someone a joke. Moreover, narrative text also tells about the characters in the story, the event in the story, and the reason why the event happened. A story is a content of the text that tells about ups and downs events which is occurring or experiencing by the character.[30] It tells that narrative text is a text which tells a story and the story is telling about events which happen to the character.

2. Language Features of Narrative Text

There are some language features that usually used in narrative text.[31] It seems that narrative has many language features. We have to identify the specific characters, places, and time in order to make the readers or viewer easy to understand the way of the story, give the adjectives to character, and give the information about what characters will do. Furthermore, narrative text is always written or told in past tense form, such as, she got an idea or he woke up late. Narrative text also has chronological order which make it become good story which start from the beginning to the

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[30] Mieke Bal, *Narratology* (Introduction to the Theory of Narrative), 2nd Ed., (Canada: University of Toronto Inc., 2009), p. 16

[31] The National Strategies: Primary Support for Writing Fiction, p. 1—2.

ending. e.g., Once upon a time there lived a beautiful Javanese princess (beginning), One day, there was a handsome man killed and defeated her father (middle), At once the princess turned into statue and people called it Prambanan temple (ending). Also, narrative has typical story with usually contrast, e.g., story about the hero and the villain, or the story about the fairy and the witch. Moreover, the typical characters, settings, and events are used in each genre. Last not least, connectives are used in the narrative including time signal e.g., later that day, once upon a time, the setting e.g., meanwhile back to at the cave, on the other side of forest.

From those explanation above the writer could take a conclusion that there is language or grammatical features which usually used in narrative text, such as, using past tense, using temporal chronological time is like once upon a time, the tense changes in a dialog, usually in dialogue in a narrative text use simple present.

3. The Element of Narrative text

In narrative text, there are certain element that should exist as follows:

a. Setting: It usually consists of time and place of the story. Authors often write the description of landscape, scenery, building, season or weather to provide a strong sense of setting

b. Character: In this element, the story consists of person or even animals who take a part of the story.

c. The Conflict (Problem): It is about the struggle between two people or things. The main character is usually on one side of the central conflict.

d. The Plot (Events): The systematic chain of events which make up the story. Each link in the chain helps to build suspense and to solve a problem.

e. The Solution: The ending of the problem or the way to outcome the problem of the story. It can be happy ending or sad ending.

f. The Theme: the theme is the controlling idea or belief of the story. It gives a basic meaning to a literary work. Generally, a theme is inferred from the other elements in the short story and often evolves through the conflict experienced by the main character.[32]

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[32] Salem Saleh Khalaf Ibnian, *The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL*, English Language Teaching. Vol. 3, 2010. p. 182.

4. Generic Structures of Narrative Text

In a narrative text, there are generic structures which arrange the paragraph become good narrative text.[33]

a. Orientation

It is about the opening of paragraph which contains of introducing characteristic and commonly tells about what is the story about, where the story happened, who the character of the story is and when the story begins.

b. Complication

It is about the problems of the story began and developed. It usually has more than one paragraph.

c. Resolution

It is where the conflict of the story ends. It can be happy ending or sad ending.

c. Coda provides a comment or moral based on what has been learned from the story (an optional step)

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[33] Targeting Text (Singapore: Green Giant Press, 2006), p. 4.

C. Near Peer Role Modeling (NPRM)

1. The Understanding of Near-Peer Role Modeling (NPRM)

NPRM is one kind of method which encourages a peer teaching. There has been some peer teaching method before. It also encourages students to be a leader in the class tutoring others. An English teacher even has been forced by the students to keep doing peer teaching. To students, peer teaching is fun. It is noted by Tee Hwa that, "More conversations with him and other students led me to realize that they all shared the same frustrations. He and his peers had access to a broad range of interesting and rich media outside the classroom, but the school still subjected them to the traditional way of passive and rote learning."[34]

Based on Murphey, "near can mean different things: age, ethnicity, gender, interest, near in proximity, and near in frequency.[35]" Peer means a child who is roughly equivalent in development to the observer.[36] Role means "a role or social role

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[34] an Tee Hwa, Student Peer Teaching Strategy, Malaysia. (Bangkok: UNESCO Bangkok, 2009), p. 2

[35] Tim Murphey, National Foreign Language Resource Center, What is Near Peer RoleModeling?, 2013, (http://www. nflrc.hawaii.edu).

[36] Dale H. Schunk, Peer Models and Children's Behavioral Change. Review of EducationalResearch, 57, (1987), p. 1.

is a set of connected behaviours, rights, obligations, beliefs, and norms as conceptualised by actors in a social situation."[37] Model means an individual whose behavior, verbalizations, and expressions are attended to by the observer and serve as cues for subsequent modeling. Modeling means behavioral, cognitive, and affective changes deriving from observing one or more models[38]. There are three models of learning: reception, construction, and co-construction.

According to murphy, Near peer role modeling is presenting role models who are from the same culture, near the students' ages, and using English successfully (not perfectly) increases our students' motivation and strategy-choice while challenging limiting beliefs.[39] And near peer role models are peers who are close to our social, professional and/or age level who for some reasons we may respect and admire.[40] Besides Near peer role modeling is also described as " people who might be near to their tutees in age, ethnicity, gender, interest,

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[37] Role, (http://en.wikipedia.org/wiki/Role), January 15, 2014.
[38] Dale H. Schunk, Learning Theories-An Educational Perspective,6th ed., (Boston: Pearson Education, Inc., 2012), p. 123
[39]Tim Murphey , Motivating with Near Peer Role Models, JALT97 : Trends & Transitions, 1998, p.201.
[40] Tim Murphey , Motivating with Near Peer Role Models, JALT97 : Trends & Transitions, 1998, p.201.

and also proximity and in frequency of social contact.[41] So, it can be concluded that near peer role modeling is a method which encourage students by a model from the near one, can be respect, and admire because of the ability/experiences in learning English owned. From the model, the students are hoped to be motivated to learn English. Therefore, students self-efficacy raise as the peer model shows students of what should be done intensively.

2. The Benefits of Near Peer Modeling

Bandura in Schunk states that, there are three key functions of modeling: Response facilitation, inhibition/disinherits, and observational learning[42]. Response refers to the actions which have to be copied and performed from the model. Inhibition refers to the positive expectations of the observer that they will have the same experience like the model. Observational learning refers to the paying attention process of new information/behavior from the model. While,

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[41] Michael Ruddick and Paul Nadasdy, the influence of Near Peer Role Models (NPRM) in Second Language Classroom Intended to Improve Students Pronunciation when Teacher Interventions is Not Enough, *Asian EFL Journal, Professional Teaching Articles,* Vol. 65, 2013, p. 29.
[42] Schunk, Learning Theories-An Educational Perspective, op. cit., p. 125

according to Schunk , there are several advantages can be attained from NPRM:

a. Peer models may be especially helpful with students who hold self-doubts about their capabilities for learning or performing well.

b. Teachers often apply these ideas by selecting one or more students to demonstrate a skill to other class members.

c. Peer also can be used to enhance observers' self-efficacy in the context of small-group work.