

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Foundation

1. Reading Comprehension

a. Definition Reading

There are four skills that must be mastered in English, there are; speaking, reading, writing and listening. And among the four skills, reading is an important skill that must be mastered and understood. Fatel and Praveen stated that “reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.¹ Specifically, David Nunan said that, reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses, and sentences) “²

According to Kenneth, in book *Interactive Approaches to Second Language Reading* by Patricia, Carella and David, explained that reading is a receptive language process. It is a psycholinguistic process in that

¹D.R.M Fatel, Praveen M.jain, *English Language Teaching Methods, Tools & Technique*, (Jaipur: 2008), p.113

² David Nunan, *Language Teaching Methodology*, (New York : prentice Hall. 1989), p. 17

it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs.³

In a simple definition, reading can be defined as a way to understand something. If we want to understand something, we must read it. According to Cucu in his book also said that "Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things."⁴ And then, Jeremy stated that "reading is an exercise dominated by the eyes and the brain"⁵. In accordance with it, Ilzamudinma'mur in his book mentions that Bartoli and Botel stated that "reading is a process that involves the orchestration of the reader's prior experience and knowledge about the world and about the language. It involves such interrelated strategies as predicting, questioning, summarizing, determining of vocabulary in context, monitoring one's own comprehension, and reflecting. The process also involves such affective factors as motivations, ownership, purpose and self-esteem. It takes place in and is governed by a

³Patricia L. Carella, Joanne Devine, David E. Eskey. *Interactive Approaches to Second Language Reading*. (Cambridge: New York) p.12

⁴Cucu Sutarsyah, *Reading Theory And Practice*. (Yogyakarta:2015) p. 9

⁵Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1985) p. 153

specific context, and it dependent on social interactions. It is integration of all these process that accounts for comprehension.⁶

Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Thus Reading and writing reinforce each other and consolidate the aural-oral learning. The teaching and speaking, provides for greater variety of classroom activity for both teacher and students than a purely aural-oral programme.⁷

Based on the explanation above, it can be concluded reading is an important activity that must be in the habit by humans, because reading is a means of obtaining language. By reading we can get new

⁶Ilzammudin Ma'mur, *Pijar- pijar Pemikiran Bahasa dan Budaya*,(Jakarta: Diadit Media, 2000), p.8

⁷D.R.M Fatel, Praveen M.jain, *,English Language Teaching...*,p.1

things, such as ideas, information or eating vocabulary that we have not understood.

In addition to those described above, reading can also build our brain's working process, reading can create inspirational for students to get new ideas for them to develop. Because by reading the students are able to know all the information and insights more broadly. With the widespread knowledge, the more profit we can get. One of them is getting success or achievement in academic field.

Reading is also a positive influence for students, in addition to adding insight to reading can also provide benefits for readers, such as the creation of new talents or skills in us. As we can write or become a reliable writer because we have mastered a wide language or vocabulary. Then suppose to speak, we will be able to speak in a more scientific and orderly language because our knowledge is wide and stretched. But to get good information or reading results, the reader must also be able to understand what he is reading. The reader must know the meaning of the text or writing. If we can understand, it will be quick and easy we get good and good information.

From some of the above explanation, it can be concluded that reading is a process of active thinking for students or readers, where

readers want to get the source of information that has been given by the author, and understand the contents of the writing he read. Because, reading actually is one activity of getting information from reading material to reach reading comprehending the text well. Likewise, reading can add science, and new language. By reading we will get more knowledge and interesting. Therefore, reading is a skill that is very important to learn and familiarize.

b. Definition of Reading Comprehension

To get good information from the text we read, we must understand the text or writing. hence the necessity of reading comprehension. Judi Moreillon state in his book that “reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts.”⁸Farncoise said that, The assessment of reading comprehension is a critical component of any national research effort aimed at improving our understandings about what is reading comprehension and how it can best be taught.⁹

Another important point when devising reading comprehension exercises is that the activities should be flexible and varied. Few

⁸Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: 2007), p.10

⁹Francoise Grellet, *Developing Reading Skills*, (Cambridge University Press: 1981). 9

exercise-types are intrinsically good or bad. They only become so when used in relation to given text. Reading comprehension activity should be suited to the text and to one's reason for reading them. It is essential to take into account the author's point of view, intention and tone for a full understanding of the text. This may be covered by open questions, multiple-choice questions, right or wrong question, etc. in other cases, the text may naturally lend itself to a non-linguistic activity such as tracing a route on a map, or matching pictures and paragraphs¹⁰

c. The Purpose of Reading

Reading is very important to learn. Reader can enlarge their knowledge by reading. In this case, Kalayo states that reading is an activity with a purpose. A person may read in order to gain information, for enjoyment, to enhance knowledge of the language being read. The purpose of reading also determines appropriate approach to reading comprehension.¹¹ Generally, the purpose of reading is classified into:

- 1) Getting general information from the text

¹⁰Francoise Grellet, *Developing Reading Skills*, ..., p.9

¹¹Khalayo and Anshari. *Teaching English as Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.114

- 2) Getting specific information from the text
- 3) Reading for pleasure or for interest
- 4) Reading to compare the information with the reader's own knowledge
- 5) Reading is as social control.

d. Types of Reading

According to M. Jean Prayen there are four types of reading to interest in learning¹², therefore:

1) Intensive Reading

Intensive reading, analogous to intensive writing, is usually a classroom oriented activity in which student focus on the linguistic or semantic details of a passage. Intensive reading call students attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like¹³

2) Extensive Reading

¹²M. Jean Prayen, *Englis Language Teaching, Method, Tools, and Technique*, (Jaypur: Unsire Publisher and Distributor), p 177

¹³H. Douglas Brown, *Teaching By Principles: An interactive Approach to language pedagogy*, (San Fransisco State University: Longman, 2001),p .321

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone—the range of material that can be read easily and with confidence.¹⁴

An extensive reading approach aims to get students reading in the second language and liking it. Or, to put this more formally, as the Longman Dictionary of Language Teaching and Applied Linguistics does, extensive reading is “intended to develop good reading habits, to build up knowledge of vocabulary structure, and to encourage a liking for reading” (Richard, Platt, & Platt, 1992, p. 133). as

¹⁴ Julian Bamford, Richard R. Day, *Extensive Reading Activities for Teaching Language*, (New York: Cambridge University Press, 2004), p. 1

this definition implies, extensive reading also pays off in increased general second language competence.¹⁵

3) Aloud Reading

Aloud reading also play important role in teaching of English. According to Venkates, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text.¹⁶

4) Silent Reading

Silent reading is done to acquire a lot of information. Teaching has to make them silently and when they are able to read without any difficulties.

Based on the description of the type of reading above, In reading the narrative text can refer to intensive reading. Reading narrative text refers to intensive readings when students read narrative texts in teacher-guided classes. In reading this the students try to understand the use of the text and also they must answer the question according to the passage they read.

¹⁵ Julian Bamford, Richard R. Day, *Extensive Reading in The second Language Classroom* (New York: Cambridge University Press: 1998), p.6

¹⁶ Jean Preven, , *Language Teaching*, ..., p. 120

Reading narrative text refer to extensive treading when students read the narrative text outside the class. They read only for the enjoyment or pleasure without understanding the meaning and analyzing the student the structure of the text. They read only for gaining information from the reading passage. In this research, reading narrative text refer to the intensive reading. It is because the students. Should answer the questions related to the reading passage in order to measure their reading comprehension on the reading narrative text.

Finally, reading comprehension on narrative text must be refer to silent reading and refer to intensive reading. Reading on narrative text is easier to comprehend and remember better than other kinds of text. The familiarity of the plot t the students, real life will makes narrative text is easy to recall by the students..But in learning to read in accordance with paired reding method refers to alaoud reading, to be able to know how to read or correction of the wrong word to be the right word.

e. 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 measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.¹⁷

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.¹⁸

1. Main Idea

Segretto (2002: 12) 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 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 (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect

¹⁷ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (London: Pearson Education, 2004), 241

¹⁸ Rima PriskaAndriyani, “*Comparative Study of Reading Comprehension between Students with Introvert and Students with Extrovert*,” (a script, Lampung University, 2016), p.14

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.

a) 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.

b) 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.

c) Vocabulary

According to Machado (2012: 56) 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.

2. Narrative Text

Reading is an important activity and will give an interest to those who like to read. In this statement that paired reading method applied in narrative text.

a. Definition of Narrative Text

Narrative text is the one the very famous kinds of text. Because, narrative text have a characteristic which appeals to reader. As stated McQuilan that, “ a narrative text is a story that is told in language and converted into language signs.”¹⁹

According to Herman, Narrative is the representation of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented²⁰. And then, Minami stated Narrative is defined as a form of extended discourse in which at least two different events are

¹⁹ Martin McQuilan, *The Narrative Reader*, (New York: The Taylor and Francis e-Library, 2000), p.85

²⁰ David Herman, *Companion to Narrative Text*, (New York: Cambridge University Press, 2007), p. 23

described so that a variety of relationships between them, such as temporal, causal and contrastive ones, become explicit.²¹

Based on the above definition the researcher concludes that the narrative text is, the type of text that tells a chronological event incident that is related in succession or arranged, from the beginning of the middle to the end.

b. Characteristic of Narrative Text

According to Sudarwati narrative has lexical grammatical feature which is characteristic of narrative text to distinguish with other text. There is some of narrative text's characteristic.²²

- a) Noun: travelers, bundles, tree, road, etc.
- b) Pronoun: they, their, its it, etc.
- c) Noun phrases: the dusty and rough road, a big: old tree, etc
- d) Time connective and conjunctions: one day, a week later, then a long, long time ago, when, etc.
- e) Adverb and adverbial phrases: angrily, in horror, etc.

²¹ Masahiko Minami, Culture- Specific Language : *The Development of Oral Narrative and Literacy*, (British: Cromwell Press Ltd.2002), p.13

²²David Herman, *Companion to Narrative Text*,...,p. 23

- f) Material process (action verbs): arrived, ate, went, laughed, etc
- g) Verbal processes (saying verbs): asked

c. Generic Structure of Narrative Text.

Narrative text has generic structure, it is important for the reader or writer to make it easy to understand and produce the text. The generic structure of narrative text are, another expert: ²³

a) Orientation

Set the scene: where and when the story happened, introduce the participants of the story: who and what is involved in story

b) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c) Resolution the problem (the crisis) is resolved, either in a happy ending or a sad (tragic) ending

d) Re-Orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

²³David Herman, *Companion to Narrative Text*,...,p. 26

3. Paired Reading

To motivate interest in learning to read students, teachers must be smart in blending strategies that match the type of lesson.

In this statement, the author will use the paired reading method in learning to read students. Which is in order to increase interest and help the development of student reading.

a. Definition of Paired Reading

According to Topping stated paired reading is a straightforward and enjoyable way for more able readers to help less able readers develop better reading skills. The method is adaptable to any reading material, and tutees select books which are of intrinsic interest to them. Encouragement to read 'little and often' is usual.²⁴

According to Agus in his journal stated that, paired reading is a technique that parents can use to help their own child with reading practice. The method involves the parent who is a skilled reader and the child who is learning, reading a book together.²⁵ meanwhile, Jim wright in his journal stated, " paired reading is a simple but effective technique for helping struggling readers to increase their reading fluency and accuracy in text. The goal of this lesson is to train your peer tutors to

²⁴ Keith J. Topping, *Paired Reading, Writing, Spelling: The Handbook For Teacher And Parents*, (London: Casel, 1995), p.7

²⁵Foghlaim Agus Forbaith, *Primary Curriculum Support Programme*

use paired reading correctly and with confidence.”²⁶ This is achieved by pupils working together to follow the Paired Reading steps to choose the material to read, and discuss this, together with the older pupil (tutor) supporting the reading, correcting errors and praising the younger pupil (tutee) throughout.²⁷

The Paired Reading strategy encourages peer teaching and learning. Students are divided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student reads and provides feedback about their own and their partner's reading behavior.

b. The Benefit and Purpose of Paired Reading Method

The Paired Reading programme aims to improve pupils' general literacy in addition to speaking and listening skills.²⁸ Paired Reading can be used with many types of reading materials including student produced stories, and poetry. This strategy frees up the teacher to observe paired reading sessions and work with different students while other students continue reading together. Reading with someone

²⁶Jim Wright, *Kids As Reading Helpers: A Peer Tutor Training Manual* Copyright 2002 www.interventioncentral.org

²⁷ Cheryl Lloyd, TriinEdovald, Zsolt Kiss, Stephen Morris, Amy Skipp and Hashim Ahmed, *Paired Reading Evaluation Report and Executive summary: The Education Endowment Foundation (EEF)* (London: NatCen Social Research, 2015), p. 3

²⁸*Comprehension Strategy (During Reading)*

encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so that reluctant readers can work toward reading in front of a large group.²⁹With this pair method, students will more easily understand and know how to read good and true. Because driven by a more capable pair of reading.

c. Paired Reading Process

Once books have been selected the approach then encourages pupils to follow the steps set out in details below (Thurston &Cockerill, 2013):

1) Supported reading

The pairs begin to read together, with the tutor helping the tutee by modulating the speed of their reading to be just behind the tutee. After a short while, the tutor stops reading with the tutee continuing to read alone until a mistake was made. At that point, the pair would begin reading together again for another short while

2) Error correction

²⁹*Comprehension Strategy (During Reading)*

When a tutee makes an error in pronunciation, the tutor waits for 4 or 5 seconds, providing the tutee with the opportunity to self-correct. Should this correction not occur. The tutor then says aloud the correct pronunciation of the word, which the tutee repeats. The tutor then given praise and the pair starts reading together again.

3) Questioning

Questioning is considered to be one of the programme's key aspects as it meant both tutors and tutees needed to think about and understand the book they were reading.

The questioning involves both tutors and tutees asking each other questions about the book before, during and after the reading. Question mats with suggested questions are provided to help with this, although pupils were also encouraged to think of their own questions, particularly as the intervention progressed. The questions generally covered:

Before the reading

- a) The reasons for choosing the book
- b) What will happen in the book
- c) Whether they think they will like the book

During the reading

- a) Who the favourite characters are
- b) What the book is about
- c) What is likely to happen next

After the reading

- a) Whether they enjoyed the story and why
- b) Whether they would recommend it to others
- c) Whether the story ended as expected

Based on the objectives and benefits described above, it can be concluded that paired reading method is a technique that can improve students' learning comprehension.

Based on explain above, the cooperative atmosphere of working in pair increase students' motivation and their confidence using target language. This oral use of the target language may improve their speaking performance as development in reading and writing is closely related to the acquisition of the oral language. The another important benefit using this technique is vocabulary work. Almost all text in ESL deal with vocabulary items, but often for choosing the words to be glossed seems arbitrary. It is hard to know whether the words are selected because there are useful. There is no doubt that vocabulary is

best learned when the target words are learned in context, as there is a link between vocabulary and schemata.

Paired reading provides the opportunity to work in the meaningful context in the whole text. Everybody has to use the key of vocabulary actively in sentences, again with the help of the context (of the other half the story). The students that read and hear each other's story version becomes clear that reading is a highly interactive process between individuals and their prior knowledge, on the one hand, and the text itself, on the other hand.

B. The Previous Study

In conducting this researcher has summarize the following thesis as follow:

The first previous research was done by UliUlhiyahthe thesis title "The Use of Paired Story Telling Technique to Improve Students' Reading Comprehension (a classroom action research of the second grade students of smpn 09 salatiga in the academic year of 2012/2013)". She concluded that After conducting the research of reading comprehension to improve the students' reading comprehension through Paired Story Telling technique, the researcher can conclude based on the findings discussed in the previous chapter that: 1. The implementation of Paired Story

Telling technique in reading comprehension of students of the second grade of SMPN 09 Salatiga can be done effectively.

The students can comprehend the text and reconstruct the story after listen and read the text in pair then they reveal it in front the class. In addition, the students' cognitive skill can grow by reconstruct what they have read in the passage into their own sentence. As a result, they can remember the contents of the text they have been listened and read, so, they do not lose what they read. It also help them to enrich their vocabulary.

2. Based on the findings of the research, the students' reading comprehension can improve through Paired Story Telling technique. The findings show that the improvement of the students' reading comprehension is significant after the students got reading instruction by Paired Story Telling technique. It can be seen from the comparison between the T- calculation of all the score of cycle I, cycle II, and cycle III. In the cycle I, the T-calculation is 5, 95, cycle I is 3, 28, and cycle III is 4, 2.

3. The improvement of the students' reading comprehension is significant. It can be seen from findings. The findings display that the students' reading comprehension increases from pre to post test of the cycle I, cycle II, and cycle III. The results from cycle I to III are 43, 6%, 14, 77% and 17, 14%. It means that Paired Story

Telling technique is successful to improve the students' reading comprehension.³⁰

From the summary of her research, the authors concluded that the paired story telling technique is very effective to be applied in the learning process. The method can help the development of students' ability in reading. Because the method can attract students' attention in understanding English learning, especially in learning to read.

Based on the previous research, the different between her research and researcher in "method" the her research use method the paired story telling technique to improve students' reading comprehension and the researcher use paired reading method in teaching reading comprehension.

The second previous research was done by YeniAstrina the thesis title is "The Effect Of Using Paired Reading Paired Summarizing Strategy Towards Reading Comprehension Of The Second Year Students Atsenior High School Handayanipekanbaru" This research was conducted with purpose to know whether there is a significant effect of using Paired Reading Paired Summarizing strategy towards students' reading comprehension. Based on the data analysis explained at the chapter IV,

³⁰Ulil Hidayah, *The Use of Paired Reading Story Telling Technique to Improve Students' Reading Comprehension*, (Under Graduate Of English Education Department Faculty of Tarbiyah of Tarbiyah State Institute For Islamic Studies (Stain) Salatiga

finally the reasearch about the effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students' at Senior High School HandayaniPekanbaru come to conclusion as follows : 1. The students' reading comprehension in narrative text taught without using Paired Reading Paired Summarizing strategy is categorized into enough level. 2. The students' reading comprehension in narrative text taught by using Paired Reading Paired Summarizing strategy is categorized into good level. 3. Paired Reading Paired Summarizing strategy is better than conventional strategy used by teacher at Senior High School HandayaniPekanbaru.³¹

From her researcher, the writer can conclude that the paired reading paired summarizing strategy is very effective, the strategy can help improve students' ability in reading text.

Based on the previous research, the different between her research and researcher in "method" the researcher use paired reading paired summarizing strategy towards reading comprehension and the researcher use paired reading method in teaching reading comprehension.

³¹Yeni Astrina, *The Effect of Using Paired Reaing Paired Summarizing Strategy Toward Reading Comprehension of The Second Year Students At Senior High School Handayani Pekan baru*

2. Theoretical Framework

Reading is a very important and good activity to do. Because by learning to read humans can gain many things, such as the extent of science also improve the quality of self. But to be able to good knowledge of the text that has been read, we must also be able to understand the text in reading. But to attract readers to increase interest in reading, learning to read also needs a unique as in the form of text or in the form of methods. Because these two things can help attract interest and reading comprehension to the reader.

The interesting method to improve the understanding of learning to read students is the method paired reading. Paired reading is a method that parents can also use to help their own child with reading reading practice. The method involves the parent who is a skilled reader and the child who is learning, reading a book together.³²

The Paired Reading strategy encourages peer teaching and learning. Students are divided into pairs and read alone together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student reads and provides feedback about their own hand their partner's

³²Foghlaim Agus Forbaith, *Primary Curriculum Support Programme*

reading behaviours. Paired reading can be used with many types of reading materials including student produced stories, and poetry³³

One of the interesting text to read is the Narrative text. narrative text is one type of text that is interesting to read. Because usually in the narrative text there are some interesting elements, as well as from the flow or style of discussion. So is there a picture of the story. so readers will more easily understand the contents of the text it reads.

Based on the above description, the author deliberately chose the method aims to increase the interest and development of students' reading comprehension. Because in the problems that occur in this study, students look lazy and not eager in reading. So that their impact is difficult to understand every text they read on every English learning. And the author hope by using the method paired reading, can attract students' interest in reading and improve reading comprehension of students.

³³*Comprehension Strategy (During Reading)*

C. Hypothesis of The Study

Nunan state that, hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.³⁴ The hypothesis of study could be stated as followed:

- a. The experimental hypothesis (Ha): there is significant effect of paired reading method in teaching reading comprehension of descriptive text
- b. The null hypothesis (Ho): there is no significant effect of paired reading in teaching reading comprehension of descriptive text.

³⁴ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 320