**CHAPTER II**

**THEORITICAL FRAMEWORK**

1. **Reading Comprehension**
   * + 1. **The Definition of Reading Comprehension**

Reading is one of the basic skills in learning a language. “Reading” is a root of “read” which is meant as looking at and understanding something ptinted or written[[1]](#footnote-1). The term “reading” literally has meaning as the action or practice of reading. Reading is not simple. Reading is an active process that requires a great deal of practice and skill[[2]](#footnote-2). Mastering reading are should learn not only theory but also practice. The exercise in mastering all components taught to be done continuously and separately. Surely, even learning in their school but not all students comprehends what they read. There are a lot of definitions of reading. Smith gives definition “reading is extracting information from print”.[[3]](#footnote-3)

This printed page should be understood and the reader should be able to keep thinking what the conceptual texts are conveyed in order to catch the gist and the main information given by the author. From the definition, the writer can summarized that reading is a process that involves vision and response to comprehend reading material is aimed to obtain information and improve our knowledge.

Reading is the most useful and important skill for people and tool for academic success. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Comprehension can be meant the identification of the intended meaning of written or spoken communication.[[4]](#footnote-4) In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read. From the definition above the writer concludes that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

Generally, the purpose of reading is to find some information of text. According to Naf’an Torihoran and Miftahul Rachmat, they said that every student has their own purpose to read something to determine in which type does you include, this is type of reading purposes:[[5]](#footnote-5)

1. Reading for Pleasure
2. To follow a narrative
3. To enjoy the sound and the rhythm of a literary text
4. Reading for General Impression
5. To gain an idea of the writers viewpoints
6. To gain an overall impression of the tone of a text
7. To decide whether or not to read the text
8. Reading for Organizing Reading and Study
9. To identify the important content of a text
10. To answer a specific question
11. To decide which section of a text to start studying
12. Reading for Learning Content or Procedure
13. To gain an understanding of new concepts
14. To learn certain facts from a text
15. To follow instruction
    * + 1. **Types of Reading**

Each type or genre of written text has its own set of governing rules and convention. A reader must be able to anticipate those conventions in order to process meaning efficiently.

1. Academic Reading

Academic reading consist of general interest articles, technical report, professionals journal articles, reference material, textbooks, theses, essay and paper.

1. Job-related Reading

Job related reading consist of massage, letters, memos, reports, schedule, label, sign, announcement, form, financial documents, directories, and manual directions.

1. Personal Reading

Personal reading consist of newspaper, greeting card, invitation, menus, calendar, advertisement, novels, poetry, comic strips, and cartoon[[6]](#footnote-6)

From the type of reading above, the writer using the first type, that is academic reading. Because teachers together with students use a technical report and also the article during the learning process takes place.

* + - 1. **Teaching Reading**

Hesham said that in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedures: pre-, while-, and post-reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arouse their interest while previewing the reading text.

While-reading stage is an interactive process that can develop students’ ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, close exercises, cut-up sentence, and comprehension questions.

But teaching reading has purpose to develop students’ skill of the reading English texts effectively and efficiently. Teaching effectively and efficiently always become the focus of the teaching-learning. This research the writer use Preview, Ask Question, Read and Summarize strategy to improve reading comprehension to the students.

There are the importance of teaching reading by Hedge in Journal of Education states that any reading component of an English language course may include a set of learning goals for:[[7]](#footnote-7)

1. The abilitity to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building a knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning).
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the texts The last goal can be implemented at an advanced level.
   * + 1. **Assesing Reading**

According to Douglas, 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.[[8]](#footnote-8)

Andriyani state that there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.[[9]](#footnote-9)

1. Main Idea

Segretto (2002: 12) sates 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.

1. Spesific 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 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.

1. 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.

1. 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.

1. Vocabullary

According to Marchado (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.

1. **Report Text**

**The Definition of Report Text**

Many types of texts which studied in Junior High School, one of them is report text. Report text is a type of text that provides information about something based on a systematic observational report. This type of text generally describes natural phenomena, the environment, or things of natural knowledge.[[10]](#footnote-10) Report text tells about events or things that happen in accordance with reality. So students learn with authentic material. This will make it easier for students to understand a text. In addition to the students getting information from the text that is read, the students will naturally get new vocabulary thus increasing the vocabulary of the students. The purpose of report text is to give information to the reader as general.

**Generic Structure of Report Text**

The generic structures of report text are general classification, and identification. A more detailed generic structure of report text includes:

1. General classification that introduce the topic of the report
2. Description that describe subject in detail, e.g. its qualities, appearance, uses, habits or behaviour.[[11]](#footnote-11)

**Language Features of Report Text**

There are two language features of report text, they are:

Using a simple present tense

Using action verbs

**The Example of Report Text**

**Jellyfish**

Jellyfish are not really fish. They are invertebrate animals. It means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomach and mouth, but no head. They have nervous system for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

**Description**

**General Classification**

Some jellyfish can glow in the darkness by mking their own light. The light is made by chemical reaction inside the jellyfish. Some jellyfish can glow in the darkness by mking their own light. The light is made by chemical reaction inside the jellyfish. Scientish believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attrack animals they like to eat.

**Description**

Most jellyfish live in salt water, a part of few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the north and south poles.

**Description**

1. **Preview, Ask Question, Read and Summarize**
2. **The Definition of Preview, Ask Question, Read and Summarize**

PARS strategy is a simple study strategy which could be used by a students first learning to use study strategies. It helps the students actively process and remember the information that they are read in their texts. PARS strategy consist of:

* + - * 1. Preview

Preview is the material to identify main ideas by scanning the chapter and surveying the introductory statement, headings, graphic aids and chapter summary. On the preview needed knowledge and ability to scan text, knowledge of what a main idea, understanding how information is presented in texts, and how to identify main ideas from the introductory statement, headings, graphic aids and chapter summary.

* 1. Ask Question

Ask question is relate to the main ideas discovered when surveying the chapter. On the ask question needed knowledge of different types of questions to ask and be able to formulate questions based on main ideas only.

1. Read

Read the chapter to answer the questions devoleped. On the read we must have ability to identify information in the text that answers the questions asked.

1. Summarize

On the summarize needed ability to integrate the main ideas of a chapter into a summarization.[[12]](#footnote-12)

1. **The Steps of Preview, Ask Question, Read and Summarize**

The steps for PARS are described below:

1. Preview

In this phase, the survey is designed to give students an overview of the content in order to help them active schema and assess their background. In surveying a chapter, students attempt to discover its content, what they already know about the topic, how interest they are content, how difficult the concept are, and how the information is presented.

1. Ask Question

The questions give students spesific idea to look for while reading. Keeping a question in mind can help maintain concentration on the reading’s focus, then lead to improve coprehension and efficiency. Before formulating questions from subheading, students should consider their general purposes by answering question.

1. Read

Student read for answer to the question, they underline or take notes on information related to the question, as well as other information that seems important, relevant and interesting. Read the easy bits faster and slow down for difficult new material. This activity is doing will help the students receive the message from the text.

1. Summarize

Students are instructed to summarize by writing a paragraph that pulls together the key points of the information read. the teacher may review once again to focusing on summarize the main points. This activity shows student’s understanding in reading text.[[13]](#footnote-13)

1. **The Advantages of Preview, Ask Question, Read and Summarize**

The advantages of PARS strategy are:

* 1. It can be used to find declarative knowledge as concepts, resolutions, rules and application knowledge in daily life.
  2. Help students with weak memory with weak memory to memorize the concepts of the lesson.
  3. Easy to implemented in all education level.
  4. Help students on improving question-answer process skill and comunicate students’ knowledge.

1. **The Disadvantages of Preview, Ask Question, Read and Summarize**
   * + - 1. Not suitable implemented on knowledge teaching that is procedural such as knowledge skill.
         2. Difficult to implemented if infrastructure such as students’ book not available in the school.
         3. Not effective to implemented in the class with many students because teaching process not maximal especially on ask question.

1. 1 Oxford unity press, *Oxford Learner’s Pocket Dictionary 3rded,* (New York: (Oxford Unity Press,2003), 356 [↑](#footnote-ref-1)
2. 2 Jude Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: Amerika Library Association, 2007), 10. [↑](#footnote-ref-2)
3. 3 Frank Smith, *Understanding Reading* (London: Lawrence Elbaum Associstes, Publisher, 2004), 179. [↑](#footnote-ref-3)
4. Jack Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4th ed,* (Edinburgh Gate: Pearson Education Limted, 2010), 108. [↑](#footnote-ref-4)
5. Naf’an Torihoran and Miftahul Rahmat, *Reading I: Basic Reading Skill* (Serang, Loquen Press, 2012) p.6-7 [↑](#footnote-ref-5)
6. Douglas, ”*Language Assessment* (USA: Pearson education,2004),186-187 [↑](#footnote-ref-6)
7. Hesham Sulaeman Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners*. The Reading Matrix Vol.5,No.2,September 2005. Retrieved April 30, 2018, from http://www.readingmatrix.com/articles/alyousef/article.pdf [↑](#footnote-ref-7)
8. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241 [↑](#footnote-ref-8)
9. Rima PriskaAndriyani, “Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert personality,” (a script, Lampung University, 2016), p.14. Retrieved on April 30, 2018 from :/judul/source/folder/unila.pdf [↑](#footnote-ref-9)
10. Titi N, Rinawati, ana maulia. *Seri pendalaman materi Bahasa Inggris SMP dan MTs* (Erlangga,2008),28 [↑](#footnote-ref-10)
11. Linawati setiadi, risuli hutahuruk, teguh santoso, joshephine sari kustanti. *Seri pendalaman materi bahasa inggris SMA dan MA*(Erlangga, 2007),36 [↑](#footnote-ref-11)
12. Cheek, M.C. *Reading Instruction Through Content Teaching*. (Colombus:1983) [↑](#footnote-ref-12)
13. http://ryanafitri.blogspot.com/2012/04/v-behaviorurldefaultvmlo.html?m=1 [↑](#footnote-ref-13)