

CHAPTER II

THEORETICAL FRAMEWORK

1. Reading Theory

A. The Definition of Reading

Reading is the one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly the most important skill that student must acquire in order to be success in the school and life. Moreover, reading has been a highly emphasized skill in the English foreign learner context. Reading is an activity to get ideas between the writer and the reader to understand what they read. As such reading is a thinking process rather than an exercise in eye movement. Effective reading requires a logical sequence of thinking or thought patterns, and these thought pattern require practice to set them into the mind.¹

Many experts define the term of reading in some ways because reading is the process that is carried out and used by the reader to get the message from the text, and this complexity accounts for the variety of its definition. Reading is private it's a mental or cognitive, process which involves a reader in trying to follow and respond to

¹ Nafan Torihoran, *Reading Basic Reading Skill 1*, 5.

a message from a writer who is distant in space and time.² While Grellet said that “Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself question. These should therefore be taken into consideration when devising reading comprehension exercise.”³ It means reading requires some abilities to extract information from text and to construct new understanding.

According to Penny McKay, “Reading is both process and product. The process of reading involves the interaction between the reader and the text, the product of reading is reading comprehension, or internal construction of meaning; that is, there has been understanding”.⁴ Further Jack C. Richards, “Effective reading involves complex processes that vary with specific contexts including proficiency level, age, motivation, and reading purposes, such as content mastery, general language development, or the improvement of specific reading skills”.⁵ It means that reading facilitates a writer to share knowledge, ideas and feeling with reader, where both of them have their own language patterns and experiences it

² Naʼan Torihoran and Miftahul Rachmat, *Reading Basic Skill 1*, 1.

³ Françoise Grellet, *Developing Reading Skills* (New York: Cambridge University Press, 1981), 8.

⁴ Penny McKay, *Assessing Young Language Learners*, (New York: Cambridge University Press, 2006), 224.

⁵ Jack C Richards, *English Language Teaching Material; Theory and Practice* (New York: Cambridge University Press, 2010), 131.

indicates that reading is not only getting messages from a text, thus reading is an important activity for someone who want to improve themselves to broaden their horizons in reading.

Reading is useful for language acquisition. If student understand what, they read, they more they read, the better they get at it. Reading also has positive affect on reading vocabulary knowledge on their spelling their writing.⁶ students should practice their reading more and more, so that their reading ability and their reading experience will be improved.

The writer concludes that reading is one activity of getting information from reading materials to comprehending the text well. in other word, if we want to understand something we must read.

B. The Types of Reading Skill

There are four types of reading skills used in every language such as:

a. Skimming

Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book. In your daily and academic life, you probably skim many think, movie reviews, newspaper,

⁶ Jeremy Harmer, *How to Teach English*, (New York: Person Education Limited, 2007), 99.

articles, passages and website that might be useful for a research paper.⁷ It indicate that skimming allows us to look quickly through read a lot of materials to get a general idea of the content and to decide if it is relevant for our purpose.

b. Scanning

Scanning is very high-speed reading. It is used to find specific information in a reading, such as looking for a particular name or a particular number. Scanning, in contrast, define as the ability to locate specific information or facts as rapidly as possible.⁸ It is probably better to spend time increasing skimming speed that to device scanning activities, because effective scanning depends on good careful reading and skimming skills

Typical scanning task includes searching a text for a particular quotation, someone's name, a particular date or number, and particular word or phrase.

c. Intensive reading

Intensive reading analogs to intensive listening, is usually a classroom-oriented activity in which student focus on linguistic or semantic details

⁷ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power; Extensive Reading Vocabulary Building, Comprehension Skills, Reading Faster* (New York: Longman Person Education, 2007), 170.

⁸ Naf'an Torihoran and Miftahul Rachmat, *Reading Basic 1*, 74.

or a passage. Intensive reading call students' attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, theoretical relationship, and the like.⁹ Although reading comprehension can be one goal of intensive reading, its goal include learning subject matter, vocabulary learning and studying the authors' intentions. In other words, the goal of intensive reading is not limited to reading comprehension.

d. Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performed outside of class time, pleasure reading is often extensive.¹⁰ It indicates that extensive reading involves learners reading text for enjoyment and to develop general reading skills. It can be compared with specific learning aims and tasks.

⁹ H. Doughlas Brown. *Teaching by Principles; An Interactive approach to Language Pedagogy* (New York: Longman, 2001), 312.

¹⁰ H. Doughlas Brown. *Teaching by Principles; An Interactive approach to Language Pedagogy*, 313.

C. The Purpose of Reading

student has their own purpose for reading. Some of them consider reading a facility to get information. Some others have goal to get entertainment and pleasure. Whatever their purpose of reading, students always need information, knowledge to put in their mind. Here are several reading purposes according to Naf'an Torihoran and Miftahul Rachmat¹¹. They stated:

1. Reading for pleasure is reading a narrative, novel, comics, and so on. Here the readers enjoy the sound and the rhythm of a literary text.
2. Reading for a general impression is to gain an idea of the writer's view point, to gain an overall impression of the tone of a text, to decide whether to read the text.
3. Reading for organizing reading and study is to identify to decide which section of a text to start studying.
4. Reading for learning content or procedure is to gain an understanding of new concepts, to learn certain facts from a text and to follow instruction.

It can be concluded that reading is a very complex and have a specific purpose. and the student, must read

¹¹Naf'anTorihoran& MiftahulRachmat. *Reading Basic Skill 1*, 6.

everything, everywhere. Because with reading a lot can get new information and new knowledge.

D. Reading Comprehension

Grabe and Stoller defined “reading for general comprehension, when an accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints”.¹² It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding.

“Reading Comprehension can be improved by teaching students to assess their own comprehension actively test comprehension using question”.¹³ It’s meant the readers are active in constructing meaning through the process of integrating this knowledge with what they already know and answer question.

According to Danielle, “comprehension is not always effortless and fast, of course. When beginning readers struggle over individual word, reading is slowed to near halt and deeper levels of comprehension are

¹² William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2013), 8.

¹³ Naf’an Torihoran and Miftahul Rachmat, *Reading Basic Skill 2* (Serang: Loquen Press, 2012), 52.

seriously compromised.”¹⁴ Comprehension is not always cognitive competence or understanding the knowledge but also ability to grasp something mentally, because it is not easy to understand the differences between ideas and fact. Beside that comprehension is the main modal in reading skill in order to understand the whole of the text.

From the definition above, to become successful in reading comprehension, students need to be active in processing meaning on what they read. However, they can use some strategies such as context clues connecting their background knowledge to guess the vocabulary. Furthermore, background knowledge and personal experience are very helping in constructing the meaning because students would have better comprehension when they already have little or even much knowledge on what they read.

2. Narrative Text

A. Definition of Narrative Text

There are many types of text in English, including narrative text. Prince state that “A narrative recounts a certain number of situation and events occurring in certain world. Narrative presents situations and activities which can be grouped into sets having certain names because it

¹⁴ Daniele S. Mcmara, *Reading Comprehension Strategies; Theories, Interventions, Technology* (New York: Lawrence Erlbaum Associate, 2007), 4.

is such situations and activities combine to yield larger ones.¹⁵ Many narratives contain various elements which may function symbolically” Consequently, readers need to develop their background knowledge for literary elements to make connections.

According to David Herman, “narrative is described as having several common components including a setting, plot (series of episodes based on goals, attempt, outcomes), resolution or story ending”.¹⁶ Besides narrative as a story tells or describes an action in the past time clearly, narrative as a story, so it is should have the element that makes the story more interesting to the reader such as a conflict and conclusion of the story.

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 represented.¹⁷

From the definition above, narrative text is a story presented in chronological order that consists of some components including problems and problem solving and the purpose is to entertain the reader.

¹⁵ Gerald Prince, *Narratology the Form and Functioning of Narrative*. (Berlin: Mouton Publishers, 1982), 60-61.

¹⁶ David Herman, *The Cambridge Companion to Narrative*, (New York: Cambridge University Press, 2007), 22.

¹⁷ David Herman, *The Cambridge Companion to Narrative*, (New York: Cambridge University Press, 2007), 23.

B. The Generic Structures of Narrative Text

The generic structures of narrative texts are orientation, complication, and resolution. A more detailed generic structure of narrative text according to Lucy Avraamidou and Jonathan Osborne in their international journal of science education, there are three generic structure of narrative text, they are:¹⁸

1. 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 story begins.

2. Complication

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

3. Resolution

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

The writer chooses the narrative text to be material for teaching reading comprehension because narrative text is the text story that deal with complete sequence they are orientation, complication, and resolution, that make people curious and anxious with the end of the story. It

¹⁸ Leonard Webster and Patricie Mertova, *Using Narrative Inquiry as A Research Method*, (New York: Routledge, 2007), 14.

can be material to encourage student's interest to read then comprehend English text.

C. The Elements of Narrative Text

Chatman classified narrative text there are certain elements that should exist as follows:

a. Character

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, height, even personality traits including the strength and weakness.

A character is the most important part in the story which will be more focus in it her or she plays the role of the story.

b. Setting

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. A good writer will make the reader drawn to the plot of the story that he writes. The writer will be as an actor of the story its self.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.¹⁹

3. Think-Aloud Protocols

A. Definition of Think-Aloud protocols

One of the research methods uses to get a clearer picture of what learners generally do while reading in a foreign language is think-aloud protocols. This is one type of verbal reports, obtained from the readers during reading

Think- aloud protocols (or simply think-aloud) is used to refer to an activity in which individuals verbalize the thinking they use in completing a task (e.g. solving problem,

¹⁹ Chatman.S., and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), 20-62.

responding to an item). Think-aloud protocols are appropriate in situations in which teachers are interest in understanding the thinking of specific students. They are can be concurrent or retrospective. In the former, student is asked to “think-aloud” while they complete the task. In the latter, they are asked to report the reasoning they used task after they complete the task.²⁰

According to Kathleen Using think aloud protocol students share their ideas and extend each other’s thoughts.²¹ It means think-aloud protocols is one of method to make student verbalize or say what is in their mind while they are reading the text. and think-aloud protocols will lead students to extend their understanding on the text and pour it into writing.

The writer concludes that Think-Aloud Protocols during a usability test, in reading at which the concern of this method is to make student verbalized or say what is in their mind while they are reading the text. It is very useful in capturing a wide range of cognitive activities.

²⁰ Guillermo Solano-Flores, *Assessing English Language Learners*, (New York: Routledge, 2016), 50.

²¹ Kathleen Feeney Jonson, *60 Strategies for Improving Reading Comprehension*, 7.

B. Benefit of Think-Aloud Protocols

According to Brunner, there is several benefits from four think-aloud protocols²²:

- a. Can be used as a pre-reading activity
- b. Requires active participation from the reader
- c. Requires only moderate advance preparation from the teacher
- d. Provides for purposeful discussion as student discuss how answer formulated
- e. Works one on one, with small group, and with the whole class
- f. Requires students to use higher order thinking skills
- g. Most text have visual images directly related to the written content
- h. Provides a novel way of teaching students the value of text graphic

The writer concludes that the benefit of think-aloud protocols one of the major benefits of think-aloud protocols is that there are no processing-reporting interval effects in think-aloud protocols; reader can report their thoughts while simultaneously being involved in the target task. Think aloud protocols differs from retrospective verbalization, such as interview and

²² Judy Tilton Brunner, *Now I Get It! Differentiate, Engage, and Read for Deeper Meaning*, (New York: Published by R & L Education 2012), 57.

retrospection in its use of concurrent verbalization. As verbal report is collected up on completion of a task a learner is prompted to think back upon and report the processes and thoughts they went through in retrospection, they are naturally latency effect in what they remember, while think-aloud protocols elicits most recently attended by learner.

C. Using of Think-Aloud Protocols

There are many steps in doing think-aloud protocols²³:

- a. Working in pair, student read a section of text and freely express their thought about the contain.
- b. They may point out any problems or dilemmas they encounter, talk about how those problem is resolved.
- c. Make connections to real-life characters or situation, interpret the section they have read, ask question, express concern, or make judgments about what they are reading.
- d. Partners respond to each other, helping each other to extend any thought.

From these particular steps in the process of think-aloud protocols stimulates students learning through explain that reading is a complex process that involves thinking and the skilled reader's. the students select a

²³ Kathleen Feeney Jonson, *60 Strategies for Improving Reading Comprehension*, 183.

passage to read aloud that contains points that students might find difficult, unknown vocabulary. While students read this passage silently. Read it aloud. Students verbalize the text, the students making prediction, student get the main idea found in the text, students think about their confusion over difficult information, and students read beyond a confusing section to see if the information that comes next will clear up their confusion.