

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading Comprehension

There are many definition of reading comprehension. Reading is an active process of communication from writer to reader occurs only if the reader can take meaning. Also it is a process to understand the content of the text which done by reader to get information.

On the other hand 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.¹

According to Urquhart in William reading is the process of receiving and interpreting information encoded in language from via medium of print In another definition reading is also always associated with comprehension.

Grellet states that reading comprehension is the process of Understanding a written text and exactring the required

¹ M.E Patel, *English Language Teaching*, (Jaipur: Sunrise, 2008), 144.

information from it as efficiently as possible². For example, we apply different reading techniques when we look at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each has been successfully fulfilled.

According to Grabe William Reading is a strategy process in that number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitoring comprehension, repair comprehension breakdowns and match comprehension output to reader goal³.

Davis and Alderson define eight skills in reading there are: Recalling word meaning, Drawing inferences about the meaning of word in context, Finding answer to question answered implicitly, Weaving together ideas in content, Recognising a writer's purposes, attitude, tone and mood, Identifying a writer's technique and following the structure of a passage.

² Françoise Grellet, *Developing reading skills*, (Cambridge: University Press, 1981).

³ William Grabe, *Reading in Second Language Moving from Theory to Practice*, (Cambridge: University Press, 2009), 14.

Comprehension is the process of getting meaning from a page, comprehension is the process of bring meaning to text. Each reader brings meaning to a text and then each comprehension is likely to be different.

Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. Proficient readers approach a text with relevant knowledge, word decoding ability, text-based and situation model-based inferencing skills, competency with a variety of reading strategies, metacognitive skills, and so on.⁴

Reading comprehension is process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words comprehension is a process by which the reader constructs meaning by interacting with the text.

Based on the statement above the writer concludes that reading comprehension is understand a written text mean and to succesful comprehension involves the reader in discovering the meaning needed to achieve the particular purpose. It may be finding a particular piece of of information solving a problm through reading working to understans an idea, or following a set of directing.

⁴ Daniel S Mc Namara, *Reading Comprehension Strategies*, (New York: Lauwrence, 2006), 111.

2. The Types of Reading Comprehension

a. Extensive reading

According to Ricard as noted by Torihoran, on reading 1 basic reading skill. 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 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 confidence⁵.

According to Davis as noted by Torihoran, on Reading 1 basic reading skill, that reading program is a supplementary class library scheme, attached to the English courses, in which pupils are given the time, encouragement, and material to read pleaurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum

⁵ Naf'an Tarihoran, *Reading 1 Basic Reading Skills*, (Dinas pendidikan provinsi banten, 2012) ,217.

number of books is being read in the time available. Books are selected for their attractiveness and relevance to the pupils' lives, rather than for literacy merit.

From the statement above Extensive reading is one of the alternative approaches of teaching reading, here the students can read the long or short texts with depend of the books they want.

Based on the definitions above, it can be defined that extensive reading is reading for pleasure and away from the classroom or academic rules. They may read novel, web pages, newspaper, magazines or any other reference material.

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

b. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. The term intensive reading, on the other hand, refers to detailed focus on the construction of reading texts which takes place usually (but not always)

in classrooms. Intensive reading is usually accompanied by study activities.⁶

There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.
2. Teacher play main role in this Reading.
3. Linguistic items are developed.
4. This reading aims at active use of language.

Skimming and scanning are reading technique used for effective reading. when reading, the learner need do not to know every single word in the text. Some of the words are ot so important to understand that the learner may neglect them. They sometimes do not really connect to the ideas being searched.⁷

c. Skimming

According to Grellet skimming is meant to go trough a reading material quickly in order to get the gist of it, to know how it is organized, or to get the idea of the one or the intention of the writer.

Naf'an skimming is defined as the ability to identify the main ideas while very rapidly and selectively skipping over the reading material. We pass our eyes

⁶ M.E Patel, *English Language Teaching*, 119.

⁷ Cucu Sutarsyah, *Understanding English Texts*, (Jakarta: PT Raja Grafindo Persada, 2014), 59.

quickly over an entire selection to get a general idea of gist of its content.⁸

It can also be used to find the main idea of the paragraph. Therefore, skimming is an activity which requires overall view of the texts and simplifies reading.

d. Scanning

Scanning is a reading activity to locate specific information, often we do not even follow the linearity of the passage to do so .

According to Naf'an Scanning is defined as the ability to locate specific information or fact as rapidly as possible. Glancing at a selection for specific piece of information and stopping when you find it.

From the definition above that the reader not needs read to complete the text, because his purpose is only to find the specific information that he wants to know from the passage such as, place, characters, time, happening and etc.

3. Teaching Reading Comprehension

According to Nation there are four purposes principles of teaching reading.⁹

⁸ Naf'an Tarihoran, *Reading 1 Basic Reading Skills*, 77.

⁹ I. S. P Nation, *Teaching ESL/EFL Reading and Writing*, (Newyork: Routledge,2009), 6-8.

- a. Meaning focused input. This principle requires the teacher to establish practice with a range of reading purposes. They may learn about reading for Understanding information, reading for getting new knowledge, reading for pleasure, reading for academic goals, or reading for writing.
- b. Meaning focused output. It means that reading course should be established integrally with other language skills such as listening, writing, and speaking.
- c. Language focused learning. It means a reading course should be able to help the students to develop their reading skills as well as knowledge for effective reading.
- d. Fluency development. There are three main points in this principle are:
 - ✓ The teaching process of reading should help and push the learners to develop fluency in reading.
 - ✓ The learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and share reading.

- ✓ the learners should read a lot. reading a lot made the learners experienced in many kinds of English text

4. The Process and The Purpose of Reading Comprehension

a. Process of reading comprehension

Reading may be defined as an individual's total inter relationship with symbolic information. Reading is a communication process requiring a series of skill.

In learning a foreign language, teaching reading takes an essential part. When students begin to learn this language they will start acquiring in the language. In this case teaching reading is process making students understanding a unit of printed words presented by teacher. They are some expert's idea that discuss about teaching reading.

According to Naf'an Tarihoran there are six kinds of processes reading. such as: recognition, assimilation, intra-integration, extra-integration, retention, and communication.¹⁰

1. **Recognition** is one step to know about the text tells about. It usually doing by students to know the text that will be learned.

¹⁰ Naf'an Tarihoran and Miftahul Rachmat, *Reading 1 : Basic Reading Skills*, (Serang: Loquen Press, 2012), 4.

2. **Assimilation** is the physical process of preception and scanning
3. **Intra - integration** is basic understanding derived from the reading material it self, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. **Extra – integration** is process analysis, criticism, appretiation, selection, and rejection, of reading material.
5. **Retention communication** duel of informatio that got in reading material and then delivered to other person.

Based on the explanation above, before reading the text, the students must attention the processes of reading. Thats served for the reader to be good and also make students easier in reading.

b. The purpose of reading comprehension

As we know that the purpose of reading is that the students must be able to understand the writwr language. In other words, how the students get the message from the writwr symbols. One of the most important tasks of the reader as to dig out what the writer like to say.

Unquhart in Ila Amalia, in the educational background, people read fore more spesific purpose, they are:¹¹

1. Reading to search for information (skimming/ scanning)
2. Reading for quick understanding (skimming)
3. Reading to learn
4. Reading to integrate information
5. Reading to evaluate, critoque, and use information
6. Reading for general comprehension (reading for interest, to entertain).

It can be concluded that reading is a very complex and has spesific purpose.

B. The Descriptive Text

1. Definition of Descriptive text

Descriptive or description is one a ways to tell about something by giving more details so we can visualize what it actually looks, what its test, ect. through our sense. Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it. moreover, the reders will be easier to explore their imagination if the

¹¹ Ila Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, (Serang: FTK Banten Press, 2014), 15.

writing is described in a well description. In line with the writers opinion about description, it has been defined by philoshopers as a mode perception, or a means of knowing.It ives the writer to record sensory details, to reflect on an experience and thin about its advantage. Furthermore, in a book Students writer it states that Description adds an important deminsion to our lives because it moves our emotional and expands our experience by taking us to place we might not otherwise know much about.¹²

From the definition above descriptive text can be a text which says what a person or thing is like. Its purpose is to described and reveal a particular person, place, or thing. Descriptive text aims at giving vivid details of how something or something looks. A descriptive text tells the readers what the things is, or what the thing does. A descriptive should be so unique that a descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

¹² Barbara Fine Clouse, *The Students Writer*,(New York: Mc Graw-Hill, 2002), 153.

1. Generic Structure, and The Language Future

a. The generic structure of Descriptive text.¹³

The generic structure of Descriptive text consists of:

1. Identification : Identifies phenomoun to be described
2. Description: Describe parts, qualities, characteristis

b. The Language Future of Descriptive text

1. Use of attributive and identyfing process.
2. Use simple present tense “S+VI+O+C”
3. Use adjectives

C. Peer Tutoring Technique

1. The Definition of Peer Tutoring

Peer tutoring is a teaching technique that uses students as tutors. Peer tutoring is one of the important techniques which has been used by the teachers to raise the assurance and confidence level of their students.¹⁴It can an extremely powerful way to improve students on academic, social, behaviors.

Other defined that peer tutoring is collaborative learning in which students alternate between the role of

¹³ M. Mursyid PW, *English Learning Handout For Grade VIII: Learning Descriptive Text.*, SMPN 1 Karangdadap 4.

¹⁴ Najabat Ali, Muhammad Anwer and Jaffar Abbas, “ Impact of peer tutoring on Learing of students”, *Journal for Studies in Management and Planning*, Vol. 1, No. 2, (March, 2015), 63.

tutor and tute in pairs or groups.¹⁵ then about two or more students, where one individual as the tutor teaches to the others as tutes. This can be applied among of the same age of group or students from different age groups.

At school many situations where children work together, help each other and learn with and from one another. In the playground, students do homework together, for example: one child shows a friend how to spell a word or how to do a sum, and so on. Generally, tgis help is provided informally and is spontaneous.

On the other hand if the teacher give the excersice to the students, one student as tutor also can ask their friend how to answer the good question and help if they can not answer.

Edward E. Gordon defined “peer tutoring is an instructional technique” in which one child totors another in material on which the tutor is an “expert” and the tute is “ novice.” However, multiple definition of peer tutoring exist.¹⁶

Peer tutoring refers to students working in groups to help one another learn material or practice in academic task. Peer tutoring works best when students of different ability level work together.

¹⁵ Brigitta Septiani Rahmasari, *Peer Tutoring: An Effective Technique to Teach Reading Comprehension*, 246.

¹⁶ Edward E Gordon, *Peer Tutoring*, (Maryland: Scareorow Education, 2005), 1.

During a peer tutoring assignment, it is common for the teacher to have students switch roles with their friends in the group, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one's own learning, this practice provides both students the opportunity to better understand the material being studied.¹⁷

In addition, peer tutoring is a type of instructional technique in which students are taught by their peers, who have been trained and supervised by the classroom teacher. Peer tutoring involves having students work in groups, with another student of the same age or grade.

Most of teachers expect an effective classroom to be quiet and orderly. Students are seated and not talking to each other. Students are trained to become passive observers rather than active participants in their own education. And most teachers are themselves taught in such a traditional classroom of teacher-centered instruction. Here peer tutoring gives teachers more time to work with students individually and also obtain a detailed understanding of each student's learning style and degree of subject mastery. Peer tutoring helps create that child become center of the class.

However, peer tutoring allows both the tutor and the students to better understand information. As the tutor

¹⁷ Brigitta Septarini Rahmasari, *Peer Tutoring: An Effective Technique to Teach Reading Comprehension*, 245.

and student work through assignments and practice the concepts, both understanding of the material.

Peer tutoring can be modified and adapted to match a broad range of social skill materials. Teachers can develop and implement their own peer tutoring procedures in their classroom and adapt it to incorporate a wide variety of materials. Good peer tutoring is reciprocal. In other words, both students have turns playing the role of a teacher and learner during the same tutoring session.¹⁸

From some definition above that the research can be concluded peer tutoring helps students strengthen their own understanding of the subject matter and the tutor learners not only to ask useful questions but also develops generic skills such as communication, leadership skills.

2. The Impact Of Peer Tutoring On Students Learning

Peer tutoring has a very positive impact on learning of students. Organized peer tutoring can give greater results as compared to unorganized peer tutoring, and the teacher in this activity can be an important responsibility. Teachers can obtain better results by making good groups of students. The training of tutors plays an important role in the productivity and efficiency of peer tutoring. Proper and sufficient training of tutors leads to better results in learning. The proper evaluation of the peer tutoring process also makes

¹⁸ Eskay M, Onu .C, Obiyu N, and Obidoa M, “ Use of Peer Tutoring, Cooperative Learning, and Collaborative Learning: Implications for Reducing Anti-social Behavior of School Adolescents University”, *US- China Education Review*, Vol.11 (2012), 934.

improvement in learning activities. Peer tutoring does not benefit only tutes or learners but also tutors because it is two way street process which help both tutor and the learner. By tutoring the learners the tutes enhance their own understanding, abilities and skills.¹⁹

On the other hand the students do not help themselves only but also help their tutors by providing them opportunity to teach them. In fact it is equally beneficial for tutors and tutees or learners. Hence peer tutoring has an enormous impact on the learning of tutors and students.

In conclusion show with peer tutoring the student more active in learning because help who the pupils can't understand of the material with the learners who understanding of it.

3. Peer Tutoring Technique

As the definition before peer tutoring is one of technique on teaching students reading comprehension, Technique is the specific activities manifested in the classroom that were consistent with a method and therefore are in harmony with an approach as well.²⁰ In other term, technique is any of wide variety of exercises, activities, or

¹⁹ Najabat Ali, Muhammad Anwer and Jaffar Abbas, "Impact of peer tutoring on Learning of students", *Journal for Studies in Management and Planning*, 64.

²⁰ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), 14.

tasks used in the language classroom for realizing lesson objectives. This technique can be effective way for the class to stay focused and keep together.

Peer tutoring as technique means the way to help teachers and learners in teaching learning. Technique can be strategies and tactics used by teachers and learners when the technique is being used.

A successful peer tutoring there technique, are:²¹

1. Defining and Planning

At the of any classroom peer tutoring is determining specific curriculum goals and objectives that a teacher wishes to achieve. Tutoring is meant to act as a supplemental learning strategy that reinforces the instructors daily teaching. Peer tutoring can be used in almost any subject area, ranging from reading, social science and writing to math and science. Peer tutoring can reinforce basic knowledge, practice skills, help with a students project, even provide enrichment, or act as a system to reward students achievement.

After selecting the subject area, the teacher needs to plan a peer tutoring program that will feature a process format of students activities. This will guide the entire process from the beginning to the end of each tutoring session. Planning will range how to select the

²¹ Edward E Gordon., *Peer Tutoring*, 2.

first students tutors, set up a classroom tutoring enviromental, establish a tutoring plan of rules, regulation, and reports for students to follow and give special reccognition for achievement.

2. Training

Teaching students use able peer tutoring method is essential or the programs succes. Not only does effective tutor training need to be conducted at the beginning of the program, but also it needs to be cointained for thee training purposes and to introduce new tutors to the classroom program. Lack of effective tutor training is the number one cause of the ultimate failur of most clasroom peer tutoring efforts. This can be easilly avoided through short-term and long-term planning.

3. Monitoring and Assesment

Tutoring results can be determined using both formal and informal assesemnt tools. These include pretesting/protesting measuring skills outcome before, based on the tutors present knowledge.

4. The Benefits of Peer tutoring

There are many benefits of peer tutoring in the study and some main benefits of peer tutoring which have a considerable impact on learning are:²²

- a. it provides opportunity to the students to interact directly with each other which is helpful to promote learning activities among the students.
- b. Students usually do not get sufficient time and individual attention from their teachers, so peer tutoring is a very good solution for this problem which provides individual attention to the students
- c. peer tutoring is enjoying way of learning where the peers do not get bore but they learn by entertaining themselves.
- d. Students or learners are more open and comfortable with their tutor in peer tutoring. So the students learn without any sort of heistation from their tutor in this kind and environment.

Based on the definition above the researcher can conclude that peer tutoring can improve students reading comprehension significantly, in futher, the class situation also improves by well. Therefore, using peer tutoring in reading comprehension is strongly suggested for some reasons, First, the peer tutoring students can interact with

²² Najabat Ali, Muhammad Anwer and Jaffar Abbas, *Impact of Peer Tutoring on Learning of Students*, 64

each other, second, peer tutoring is the good way to get students involved in learning, third, students receive feedback between their peers and teacher, and if with their peers he can correct immediately for every response, and by tutoring students are able to work together as a group and gain a better understanding of the materials by learning from each other.