**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Reading**
   1. **Definition of Reading**

Considering the fact that everyone has opinion and view about something, many reading experts give their opinions and view about reading. Reading can be defined in many ways. It depends on the one who will give the definition. Bacon remarks in his essay of studies “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.[[1]](#footnote-1) However, according to Widowson “reading is not as a reaction to a text but an interaction between writer and reader mediated through a text.[[2]](#footnote-2) Meanwhile, Meanwhile H. Douglas Brown stated that “Reading, arguably the most essential skills for success in all educational contexts, remain skill of paramount importance as we create an assessment of general language ability.[[3]](#footnote-3)

The purposes of teaching reading are of teaching strategies and comprehension skills depending on the purposes and types of texts as well

as activating background knowledge and broadening students repertoire of vocabulary so to be good readers.[[4]](#footnote-4)

From all the statements above, it can be concluded that reading is an activity that connects prior knowledge with the knowledge that we are reading. The effects of reading can also influence a person’s mindset.

* 1. **Model of Reading Process**

Singer in A.V. Manzo & U. C. Manzo points out that models of the reading process are constructed from varying levels of evidence, experience, and speculation. While-reading stage (or interactive process) has an aim to develop students' ability in undertaking texts by developing their linguistic and schematic knowledge. Paran (1996:2) in Alyousef (2006) believes that teachers can design a balanced approach to teaching reading by intergrating both top down and bottom-up processes and providing the students flexibility in choosing the reading tasks.[[5]](#footnote-5) These models differ in significant ways and have important implications for how the student is taught and evaluated their progress in reading. The reading process can be sorted into three categories that are frequently described as bottom-up, top-down, and interactive (A.V. Manzo & U. C. Manzo, 1995):

1. Bottom-Up Models

Bottom up models of the reading process are said to be “textdriven”. These models emphasize reading as a process of getting meaning from the printed page. This is accomplished by executing several steps. The first step is accurate visual perception and recognition of letters, then sounds, then of words, and finally of sentence and passage meaning.

1. Top-Down Models

Top-down models of the reading process tend to be “meaningdriven.” The reader is said to begin with prior knowledge and actively to compare what is read to what is already understood. In this model, the readers are seen as emergent language learners, who are reading with a wealth of knowledge, skill, and experiment with language.

1. Interactive Models

Interactive models are more like top-down than bottom-up, but are considered to be a synthesis of the two. The word “interactive” in this model refers to the reader’s inner dialogue with him or herself. In this model, reading is seen as a process of foreseeing meaning based on prior knowledge and experience, and then verifying and correcting predictions as the author’s message is carefully translated. Interactive models place heavy emphasis on building a fund of knowledge and an interest in reading. To sum up, reading models are the ways educators or teachers instruct and teach reading. Each of this model is based on a belief on how readers’ brains process the text. In the top down reading model, the experiences that readers have will help them to read, decode and make sense of text. While in the bottom-up model, teacher focusses on introducing new vocabulary and new structured first, then going over the text sentence by sentence. This model reflects the belief that reading comprehension is based on understanding and mastery of all the new words, new phrases, and new structures. Finally, the interactive model is the combining of the two models before. This model does not only involve the text but also the readers’ knowledge.[[6]](#footnote-6)

1. **Reading Comprehension**
2. **Definition of Reading Comprehension**

Reading comprehension is one of the pillars of the act of reading when a person reads a text he or she engages in a complex array of the cognitive process. According to Francoise Grellet describes "reading comprehension is understanding a written text means extracting the required information from it as possible".[[7]](#footnote-7) In addition, Kheryadi (2016: 378) Whereas as in reading, the students should be encouraged and be focused on to what they want to ‘say’ rather than the form. While, according to Grellet (1981: 3) Reading comprehension activity is the activity or process of finding information proved by the reader of the discourse efficiently to fill the information gap to the reader. According to Janette, Sharon, and Alinson, (2007: 2) reading comprehension is the process of understanding ideas by coordinating some complex processes that involve reading words, word knowledge and fluency reading.[[8]](#footnote-8)

While Tankersley stated that comprehension requires making meaning from words when reading, making connections among words are the key to comprehension. Readers do not comprehend unless he or she makes connections and are able to process the words that he or she reads at the thinking level.[[9]](#footnote-9)

Is there any more important goal in reading than comprehension? The whole purpose of learning to read is to understand and learn from the text. While phonics and word reading are the beginning building blocks of reading, reading for pleasure and knowledge is the ultimate point. Comprehension is particularly important with English Language Learners (ELLS). There is considerable research showing that the foundation skills in reading are acquired by English language learners, but there is often a breakdown with reading comprehension. This breakdown may be attributed to many reasons, including failure to understand word meanings; inadequate background knowledge; lack of interest in the text; or disconnect between instruction, text, and learner. All of these can be considered why providing reading comprehension with English language learners, remember that books need readers who want to read them.

Based on the experts views above, it can be concluded that Reading is an activity that connects prior knowledge with the knowledge that we are reading. The effects of reading can also influence a person's mindset as well as of course being able to build character on a person depends on what someone is reading.

1. **The Elements of Reading Comprehension**
2. **The Reader**

Every classroom teacher knows that some students come to the task of comprehension better prepared than others. Good comprehenders have a wide range of capacities and abilities. These include cognitive capacities and abilities. These include cognitive capacities such as attention, memory, critical analytic ability, inferencing, and visualization ability. They include motivation, that is, a purpose for reading, an interest in the content being read, and a sense of self efficacy as a reader. And they include various types of knowledge: vocabulary, domain, and topic knowledge; linguistic and discourse knowledge; and knowledge of specific comprehension strategies. The specific array of cognitive, motivational, and linguistic capacities and knowledge called on in any act of reading comprehension depends on the texts in use and the specific activity in which the reader is engaged.[[10]](#footnote-10)

1. **The Text**

The features of a text have a large effect on poorly structured are harder to understand. Texts that omit crucial information, or links between bits of information, are also hard to understand. And of course, texts that draw upon background knowledge unavailable to the reader are hard to understand. Unfortunately, many of texts students are expected to learn from have these features. Thus, one goal of comprehension instruction must be to help readers learn from even poorly written texts or texts that comprehension. Texts are badly written or are challenging for other readers.

While reading, the reader various constructs representations of the text are important for comprehension. These representations include, for example, the surface code (the exact reading of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, on the activities in which the reader in engaged.

1. **The Activity**

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and consequences of performing the activity. The consequences of reading are part of the activities lead to an increase in the reader's knowledge. A second possible consequence of reading activities is finding out how to do something. These application consequences are often related to the goal of the reader. As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have engagement as their primary consequence good comprehenders can be engaged in many different types of text.[[11]](#footnote-11)

1. **The Purpose of Reading Comprehension**

Reading is an activity that has a purpose. The purpose of reading will determine the appropriate approach used in reading comprehension. Grabe and Stoller, clarify the purposes of reading can be classified into seven sections they are:

* 1. Reading to search for simple information

In reading to search, we typically scan the text for a speciﬁc word, or a speciﬁc piece of infor- mation, or a few representative phrases. As an example, we usually search through a telephone directory to ﬁnd key information, either an address or a phone number. In prose texts, we sometimes slow down to process the meaning of a sentence or a phrase in search of clues to indicate that we are at the right page, section or chapter.

1. Reading to skim quickly

Reading to is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

1. Reading to learn from texts

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reﬂection strategies to help remember information).

1. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conﬂicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

1. Reading to write (or search for information needed for writing)

Reading to write is the active reading making notes on several text which mean sentences or paragraph. It may be task variants of reading to integrate information.

1. Reading to critique texts

Reading to critique text represent common academic tasks that call upon the reading abilities needed to integrate information.

1. Reading for general comprehension

Reading for general comprehension, when 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]](#footnote-12)

Based on the purpose above, the researcher consider the main purpose of reading for student in Indonesia setting is for general comprehension. Because, based on the basic competencies in 2013 curriculum, the main objective of reading is to be able to comprehend various text types and short functional text.

1. **Level of Comprehension**

In reading comprehension, there are several Level of Comprehension; According to Alderson divided comprehension into three levels they are:

1. Reading the lines (literal reading)

At this level, a reader is expected to understand what the author says. In other words, in reading the lines, a readers tries to recall what the author explicitly states in his writing. It refers to what is actually stated in the text.

1. Reading between the lines (interpretive reading)

This level is higher and difficult than reading the lines. At this level, a reader demanded to comprehend the author’s ideas, not just what the author’s says. When a reader understands the lines he then tries to make the interpretation between the lines. It refers to what is implied or meant, rather than what is actually stated.

1. Reading beyond the lines (applied reading)

This level is the highest level. A reader at this level is drawing inferences and making generalization of what he has read. In this level we are analyzing and synthesizing information and applying it to the other information.[[13]](#footnote-13)

1. **Theory of Prediction Strategy**

Predicting is readers make thoughtful “guesses” or predictions about what will happen or what they will learn in the book they are reading. These guesses are based on what they already know about the topic and genre or on what they have read thus far. The reader often make a prediction before beginning to read and several others at pivotal points in a text no matter whether they are reading stories, informational books, or poems and then as read, they either confirm or revise their predictions.

A prediction strategy at its best is conceiving a prediction then, subsequently reading the text to find out what happens. That also includes activating background knowledge, peeking or previewing and overviewing or summarizing. Though often seen as a single strategy, it is an actually multifaceted ongoing process.[[14]](#footnote-14)

Prediction strategy is a human attitude that refers to thinking ability and depends on one’s experience or prior knowledge. The efforts to success in predicting something can be helped by understanding the clues on the book cover, book title, pictures on books, etc. Additionally, Petter Efflerbach believes that the prediction – A verbalization stated in the future tense. Specific to the text being read, a prediction is a statement about will occur relative to text content, text structure, author intention, plot, character, or setting.[[15]](#footnote-15) Many times readers, especially inexperienced ones, begin reading without consideration as to what they can bring to the text. This can hinder the essence of what the text is attempting to communicate or convey. Before reading activities that initiate or ignite background knowledge, teachers guide students toward the concept of text and aid in comprehending the text before the reader. Many teachers are concerned with the lack of background knowledge readers possess. The second concern that they should focus on as well is inappropriate or inaccurately interpreted information about background concepts. By accounts of reading researchers, inaccurate background knowledge is actually worse than no background knowledge at all (Eco). Often times, the less able reader will force the information gleaned from the text to fit warped or inaccurate misconceptions located in their background schema. The prediction journal is a simple yet authentic spin-off of think sheets (Dole & Smith).[[16]](#footnote-16)

Similar to the think sheets, the emergent or beginning reader responses are recorded and used later to engage in comparison and contrast with textual information. In an after-reading activity, readers record post reading responses to complete the thought (prediction analysis) process.

1. **Teaching Reading Comprehension Using Prediction Strategy**

Thomas S. C. Farrel in his journal A Strategic Approach to Teaching Reading which published by National Institute of Education, provided several steps that can help teacher in teaching reading by using Prediction strategy:

* 1. **Step 1**: Prepare a text as the material for reading
  2. **Step 2**: Mark some stopping points of the text
  3. **Step 3**: Show the students the title/ pictures/ first line. Have students to predict what the text is about or what is going to happen next. Teachers can use questions such as “what do you think this text will be about? Why? Can you support your statement?” the purpose is not to get the correct answer but to encourage student thinking and participation. Teachers then write student responses on the board to confirm or revise student responses together.
  4. **Step 4**: Ask students to read and stop in the first stopping point, then have students to confirm or revise their previous predictions about the first stopping point.
  5. **Step 5**: The teacher repeats the cycle 4, ask students to read and stop in every stopping points, then have them to confirm and revise their prediction before predicting what the next stopping point will tell about.[[17]](#footnote-17)

The purposes of steps in using prediction are as follows: it motivates the student, it increases comprehension, it helps students to share peer knowledge reasoning processes and it gives responsibility of comprehension to the students.The important thing that should be remembered is that all of this steps aim to encourage the students to think and make the predictions as well as the revisions at every stopping point. By encouraging the students to do so, it hoped will increase the students’ intention to participate to the reading learning activity. Finally, it will multiply the students’ understanding and comprehension of the text.

1. **Narrative Text**

Narrative text in this research is referring to the narrative text outlined in curriculum 2006. There are various types of narrative text. Usually these texts are imaginary, but sometimes it could be factual (real events). The types of story include a fairy tale (fairy stories), mystery, science fiction, romance, horror and others.[[18]](#footnote-18)

1. **Generic Structure of Narrative Text**

According to Pardiyono there are four elements of structure of Narrative, they are:

1. Orientation is consists of the topic of an activity or event which is told.
2. Complication consists of some conflicts, which happen.
3. Resolution is the text element consists of the problem solving
4. Coda is a simple conclusion which consists of moral lesson for the reader.
5. **Language Features of Narrative Text**

According to Mc Keugh, Palmer, Jervey, and Bird (2007) that narrative features are:

1. Sequentiality. Story events occur in a sequence, linked by connecting words such as and, then, because, and but.
2. Particularly. Stories are about something in particular; extraneous events that do not relate to this particular something should not be included in the story.
3. International states. Story characters' actions are motivated by their intentions (i.e., goals, desires, wants, and needs). Canonicity and breach. In stories, the expected order of things (i.e., the canon) is breached, thus situating the story character in dilemma.[[19]](#footnote-19)

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