CHAPTER II
THEORETICAL REVIEW

A. Review of the Previous Studies

There are some studies about students’ reading comprehension. The first is belongs to Anis Rahmawati entitled the Effectiveness of the Strategy TPRC (Think, Predict, Read, and Connect) in the Learning of Reading Comprehension students of SMPN 1 Sentolo Grade VII 2013. This research has two purposes. First, to know the difference of reading comprehension skill significantly between student who follow learning using TPRC strategy and student who follow learning without using TPRC strategy for student grade VII in SMPN 1 Sentolo. This research also has purpose to know the effectiveness of using TPRC strategy in reading comprehension learning for student grade VII in SMPN 1 Sentolo. This is an experiment research with Control Group Pre-test and Post-test design. The result of this research shows significant difference in reading comprehension score between student who follow learning using TPRC strategy and student who follow learning without using TPRC strategy for student grade VII in SMPN 1 Sentolo. The result of post-test experiment group and control group get t as much as 3.163, t > 2.00 (3.163 > 2.00, t > t) with df 62 and P as much as 0.002 (0.000 < 0.05= significant). The result of this research also shows that teaching using TPRC strategy is more effective than without using TPRC strategy. It shows by pre test and post-test gain score of experiment group as much as 6.19, while the pre – test and post - test gain score of control group as much as 2.12.

The second is the research conducted by Prasetyo Adi Wibowo entitled a comparative study of the use of strategies TPRC (Think, Predict, Read, and Connect) with LRD (Listen, Read, and Discuss) strategies in teaching reading
comprehension class VIII SMPN 6 Kroja Cilacap, 2013. This research is an experimental research which compares reading comprehension among students who take the learning to use strategies TPRC (Think, Predict, Read, Connect) and students who take learning to use strategies LRD (Listen, Read, Discuss). This study design uses group pre-test and post-test control. The population in this study was students of class VIII SMPN 6 Kroja Cilacap. Class VIII B was selected as TPRC group, and class VIII C as a group LRD. The instrument used was multiple choice questions in the form of pre-test and post-test. The validity of the instruments used is a content validity. Reliability of the instrument is done by a computer program Iteman by demonstrating the value of alpha of 0.874, meaning high. A data analysis technique in this study is a t-test at a significance level of 5%. Prior to the data analysis first tested the analysis requirements in the form of test for normality and homogeneity tests which showed that all the data in this study are normal and homogeneous.

Analysis of the data t-test and post-test groups TPRC LRD group obtained a value of 3.112 and p equal to 0.03 (p <0.05). The average score of the experimental group TPRC increased by 4.74, while the average score of the experimental group increased by 2.17 LRD. The results of this study were (1) there is a significant difference between the reading comprehension of students who take teaching reading comprehension strategy TPRC and students following the reading comprehension learning to use strategies LRD in class VIII SMPN 6 Kroja Cilacap. (2) Teaching reading comprehension using TPRC strategy is more effective than learning reading comprehension using LRD strategy in learning reading comprehension at VIII SMPN 6 Kroja Cilacap.
From the previous studies above, there have been some strategies that can be used for teaching reading comprehension. However, not all of them are suitable for teaching reading comprehension. Every strategy has its own advantages and disadvantages. One of the strategies in teaching reading is the TPRC strategy. Therefore, there is still an area of studies that has not been much explored in teaching reading which is the use TPRC strategy to descriptive text. The writers would like to carry out a research whether or not TPRC strategy is effective to teach reading comprehension of descriptive text.

B. Reading

1. The Definition of Reading

Reading is a way of getting information from something that is written. Reading involves recognizing the symbols that make up a language. Reading and hearing are the two most common ways to get information ([https://simple.wikipedia.org/wiki/Reading](https://simple.wikipedia.org/wiki/Reading)). It has a very important place for learning English as a second language and a foreign language. There are numbers of reading definitions. Different experts may have different definition of reading. Moreover the term “reading” needs to be defined in order to avoid misinterpretation.

Based on Nunan (1991 : 70) reading is dynamic process in which the text elements interact with other factor outside the text, in this case particularly with the reader’s knowledge the experiential content of the text. Reading is the process of putting the reader in contact and communication with ideas (Simandjuntak, 1998 : 3).
“Reading means constructing meaning through a transaction with written text that has been created by symbols that represent language. Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text.” (Celce-Murcia, 2001 : 154). In addition, Grabe and L. Stoller (2002 : 9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without complicating over the exact wording of such a definition, it is insufficient as a way to understand the true nature of reading abilities.

In a reading process, there will be the writer’s intention and the reader’s interpretation. The writer puts the meaning of the text through printed or written verbal symbols. Then the reader will interpret what is meant by the writer. “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning” (Nunan, 2003 : 68). Moreover, Nuttal (1996 : 207) mentions that reading is a complex process, reading means to get information from printed page, reading is the ability to pronounce and comprehend the printed words, reading is interpreting signal, letters, or symbols by assigning meaning to them, and reading is receiving ideas and impression from an author via the printed page.

Based on the definitions above, it can be concluded that reading is a complex process to construct meaning through a transaction with written text that has been created by symbols that represent language and combining information from a text and their own background knowledge to
build meaning.

1. Reading Skill

Reading is one of the skills that one must master in every language. There are various definitions of reading skill since people use the term ‘reading’ in different ways. Reading skill is an ability that involves understanding the reading material and interpret it in particular ways. It is vital in language classroom, because it provides input for readers, students in this case. Without understanding input at the right level, any reader simply cannot begin. Widdowson (1990 : 114) states that reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension, fluency and to mentally interact with the message.

Reading is a communicative activity between writer and reader in written form. “Reading is the process of looking at and understanding the meaning of written or printed words or symbol” (Hornby, 1995 : 967). She also states that readers always need to improve their reading skill. There are two reasons needed to improve reading skill highlighted by her. First, readers read for different purpose and in different ways. Second, readers read for meaning. Readers need to find the writer’s purpose and ideas inside the writing. These two reasons show that readers need to improve their reading skill.

Based on the statements above, it is clear that reading is very important to the students since all the achievement of the students will be gained if they have good reading skill.
2. Comprehension

Comprehension, according to Richard (1985 : 54), is the process by which a person written or spoken language. He further states that the measurement of listening and reading comprehension is an important part of the assessment of a person proficiency in second or foreign language.

Comprehending means to understand the author message. As Kenneth (1969 : 15) states that: “reading process with comprehension as being an interaction of thought and language of a reader with the thought and language of the author”.

Comprehension is reading for understanding, reading for understanding is reading for meaning is comprehension (Devine, 1986 : 8). It means that to comprehend a text, the reader should understand what the text about.

Comprehension as the ability grasps the meaning of written material. Efficient comprehension requires the ability to relate the textual material to one’s own knowledge. Comprehending word, sentences and entire texts involves more than just relying on one’s linguistic knowledge (Gronlund, 1985 : 36).

3. Reading Comprehension

Reading a text is not only reading the whole sentences in it, but also getting information from it. In order to give the description of what comprehension is, the writer showed some definitions of comprehension according to experts. “It is important to bear in mind that reading is not an invariant skill. There are different types of reading skill which correspond to the many different purposes we have for reading” (Nunan, 1989 : 32).
Because of this fact, comprehending the text becomes a very important thing for readers. Moreover, Anderson, Hiebert, Scott, & Wilkinson (1985 : 65 - 67) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Reading comprehension is the ability to understand information in a text and interpret it appropriately. Getting information from a reading material can be very difficult if readers cannot comprehend what they read. “Comprehension is a special kind of thinking process that actively constructs meaning internally from interacting with the material that is read” (Alexander, 1988 : 160). Reading comprehension is an ability to understand what has been read. Furthermore, (Carnine, Silbert, and Kameenui, 1990 : 40) state that comprehension involves almost every type of “understanding” or “thinking”.

Comprehension is also called as a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. “Comprehension means the power of understanding. The important thing that should be noticed is not just to look for the information from a passage, but how the process of comprehension happens.” (Hornby, 1995 : 235).

Since comprehension is an important element in reading, Harris and Sipay (1980 : 479 - 481) also stated that the techniques of reading comprehension are scanning, skimming, extensive reading, and intensive
reading. Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content. Skimming is quickly running ones’ eyes over a text to get the gist of it. For example, in order to decide whether a book is relevant to one’s work or to keep oneself always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs. Extensive reading is reading a longer text, usually for one’s own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles. Intensive reading is reading a shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Within the many of definitions of comprehension above, it can be concluded that comprehension is very important in reading. Comprehension relates to understanding and thinking process to get the meaning from reading material.

4. Reading Purpose

There are some purposes of reading according to experts. The main purpose of the reading is to gain information and for pleasure. “Ultimate purpose of teaching reading in schools is to develop in each child the abilities and skills necessary for using reading as a means of securing information and deriving pleasure” (Ruddel, 2005 : 72). Reading for pleasure regularly can improve our vocabulary, comprehension, writing
skill and can give more knowledge for us.

Moreover, Celce - Murcia (2001 : 187) states that purposes of reading are to search for information. It means that we read to search the information in the texts. Next, for general comprehension, it means that we read to understand main ideas and relevant supporting information then to learn new information. It means that we read to get a lot of vocabularies and knowledge. Also to synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts, of from a longer chapter or respect to that information.

Having a purpose for reading is a part of effective motivation. “A reader’s purpose determines the way in which he treats a passage and which a comprehension skills he uses” (Carnine, Silbert, and Kameenui, 1990 : 45). It is also pointed out that there are some different purposes for reading: to be able to identify and remember a main idea; To be able to follow instruction to reach a goal; To be able to explain the content of a passage to someone else; To enjoy; To be able to accommodate the content into the reader’s scheme; To critique the logic or data presented in a passage; To edit a passage according to stylistic and organizational criteria.

In addition, Grabe and Stoller (2002 : 113) mention that the purpose of reading are follows:

(1) Reading to search for simple information.
(2) Reading to skim quickly.
(3) Reading to learn from the text.
(4) Reading to integrate information.
(5) Reading to write (or search for information needed for writing).

(6) Reading to critique texts.

(7) Reading for general comprehension.

From the various purposes of reading above it can be concluded that readers should have some purposes before they read something. Having a purpose before reading will make them easier to understand any specific passage they want to read.

5. Teaching Reading

In Indonesia, English is a foreign language which is taught in schools, but does not play an essential role in national or social life. Celce-Murcia (2001 : 104 - 105) state that there are many learners, especially those in English as a foreign language (EFL) context whose native language is not genetically related to English, are not developing their vocabulary to levels which will permit them to function in many English language contexts. Reading is a skill that is the most emphasized in a traditional foreign language teaching.

Reading is the most important foreign language skill to teach, especially in cases where students have to read English material for their subjects but may never actually have to speak the language. Reading as a window through which EFL students could see other cultures and gain more specific knowledge. “Reading knowledge of a foreign language is also important to academic studies, professional success, and personal development” (Urguhart, 1998 : 45).

According to the principles for teaching of reading, William (1986 :
42) proposed Top Ten Principles for Teaching Reading as follows:

(1) In the absence of interesting text, very little is possible. It is true that interest is important but it always happens that finding our interesting text for all students and preferably also for the teacher is very difficult. It is the teacher’s task to use any aspect of the text to arouse the students’ interest.

(2) The primary activity of a reading lesson should be learners reading texts. The principle is very important to remind the teacher who often interrupts the students’ reading activity and mixed it with others.

(3) The growth in language ability is an essential part of the development of reading ability. This means that knowledge of language is necessary for learning reading. Otherwise, the students will not develop. In fact, the development of reading abilities and that of language knowledge are independent.

(4) Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose. When reading a text makes a dialogue with me through the text in order to achieve their purpose. The students should become active and positive readers.

(5) Teachers must learn to be quite; all too often, teachers interfere with and so impede their learner’s reading development by being dominant and by talking too much. This principle reminds the teacher of not dominating the reading lesson by talking about the text to the students, instead he or she may ask them to read it.
(6) Exercise types should, as far as possible be approximate to cognitive reality. The main power in here is that the teacher should identify how an efficient reader uses different skills for different purposes of reading, and then they make the students aware of and develop their reading skills.

(7) A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook. The time available for reading in the classroom is very limited and not enough for developing the students’ reading skills. Therefore, extensive reading must be encouraged.

(8) A reader contributes meaning to a text. The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimuli.

(9) Progress in reading requires learners to use their ears, as their eyes. The principle encourage the teacher to ask the students to manipulate the “silent supra-segmental” in the text in order to understand the text better; therefore, while the students are reading silently; it might be useful for them to listen to their teacher reading aloud or to the tape.

(10) Using a text does not necessarily equal teaching reading. This principle reminds the teacher that a text can be used for many purposes, e.g. for teaching grammar or vocabulary. The teacher must be aware of this and know the difference between using a text for teaching reading and using a text for other purposes.

Teaching reading in EFL is a bit different from the way native speakers are taught. It is going to be harder for teachers to teach EFL
students than to teach the students who use English as their native language and the students who learn English as their second language, because EFL students only learn English in their school, not as the language they use to communicate in their daily life as native and ESL students do. “Teaching reading usually has at least two aspects. First, it can be refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who are already having reading skill in their first language” (Nunan, 2003 : 68).

Based on those opinions, it can be concluded that reading is important to be taught to EFL students. The purpose of teaching reading in EFL context is to help and provide the students to habituate themselves reading English materials for many benefitial things they may get, such as being able to read English materials for their own specialist subjects, getting knowledge of other cultures and gaining more specific knowledge which are written in English and also for their academic studies, professional success, and their personal development. The principles of teaching language is also important.

6. Teaching Reading in Senior High School

Teaching reading in Senior High School (SMA) is part of English teaching. Some students have difficulties in comprehending a text. There are three stages of reading activity that will make students easier to have a better understanding of a text. First is Pre - Reading, Whilst - Reading, and Post - Reading. By knowing the type of reading activity, it will be easier for teachers to help students understand their reading material and develop their
reading skill.

In reading, senior high school students are taught about the short functional text and short simple essay in daily life context. Short functional text is a text to give information or warning to the readers that something is important to be known. It can also be mentioned as a short text containing the command, direction, something to be done which may be a ban (prohibition), invitations (invitation), greeting card, messaging (short message), shopping lists, warning (notice), announcement, and others that contain meaning and are used in everyday communication. While in short simple essay students will learn and read about some genres of text, they are descriptive, narrative, report, recount text, news item text, etc. The difference between these two kinds of text, short functional text and short simple essay, is the sentences in short simple essay are longer than the sentences in short functional text.

Based on the syllabus of English on tenth grade of SMA, students will learn about some texts: descriptive, recount, and narrative. The objectives of teaching reading on the first semester are: 1) Students are able to respond the information from the texts. 2) Students are able to get the information based on the texts: descriptive, recount, and narrative. From the explanation above, the senior high school students will have short functional text and short simple essay in their reading section.

7. **Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
Wren and Watts (2002 : 33) defines descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a description that classifies and describes things in general and specific terms. Descriptive texts draw attention to the characteristics of a particular thing.

Descriptive text has two parts of generic structure. First is the identification which is the introductory statement introducing general classification of the things being described. The second is the description. This part describes the description of the general classification mentioned before such as description of parts, characteristic, and qualities.

There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense.

8. Think, Predict, Read and Connect (TPRC) Strategy.

Think, Predict, Read and Connect (Haggard, 1989) quoted by Ruddel, (2005 : 7576) is an alternative way to study reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever).

The instruction begins when teacher directs the teams to work together think about and jot down everything they know about the general
topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to predict what they will find in the reading. Student then read the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read - partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then the teacher asks the students to put a check mark beside anything students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question.

Based on those steps, TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, report texts, and news-items.

a. The Strength of TPRC

TPRC (Think, Predict, Read, and Connect) is an appropriate strategy when used in teaching reading comprehension and has several
advantages (Haggard, in Rudell1989:233). The advantages are:

1) When students do the initial predictions to the reading, students’ interest towards reading will grow. Students will compete to create the most precise predictions. In the reading process, students expect to find things that suit their predictions. The conformity with the content of reading predictions will create a sense of pride in students.

2) In the reading process, students also will find new things that may not have been their previous predictions. Things were discovered when reading then aligned with initial predictions before reading, then coupled with the new information obtained. Finally, it will produce a shaped note points as a summary. Students will practice the important relationship between the known prior to the new things obtained after reading.

3) The use of strategies TPRC will also prepare students to extend the learning process of reading and develop students’ ability to take advantage of learning strategies.

4) Strategy TPRC can make students easier in learning reading. It can be used in a short or long text.

5) The use of TPRC strategy requires no tools or special materials, does not require elaborate preparation, and no need to change the contents of a text or reading text books.

b. Procedures of TPRC Implementation

In TPRC use, students need paper, pencils, and text (textbooks, main source of information, literature, or any text). Students can
perform in the form of individual or groups of 2 - 3 people. When implementing the strategy TPRC, teachers prepare worksheets TPRC, for student use in the process of learning to read with the strategy TPRC.

Steps to apply TPRC strategy are as follows:

1) THINK,

Teacher instructs students to think about something which there is in one place and make notes everything they know about the common things of the topics studied. Students were given 6 to 8 minutes to work. Teacher observes, listens, and helps students who meet problem.

2) PREDICT,

Teacher instructs students to predict the content of reading. Teacher announces the topic of reading specifically, and asks students to predict what they will found in the text. Students look at the list of previous thoughts, and leave a mark on the things that are expected to be found in reading. Students are also allowed to add new ideas they think. Students review a list of them for 2 or 3 minutes, check, and add new ideas.

3) READ,

Before entering the reading process, teacher provides instruction on students. When things in their list appear in reading text, then students have to give marks (√). Students then read individual. Despite reading individually, it does not mean that the class becomes
silence. Hopefully, it will sound softly conversations between students on the information found in the text. Teacher observes class and monitors how well students do activities.

4) CONNECT,

Teacher leads the discussion to connect what is known students before reading, prediction suitability and content of reading, as well as information obtained new students after reading. The end product of the activities it is an understanding of the concept of reading owned students intact.

In summary, the concept of implementation strategies in the learning TPRC reading comprehension is as follows.

The chart on the application of TPRC strategy is described as follows.
Implementation of the Strategy TPRC

Step 1: THINK
1) The students think about and write down everything about the general topic of reading.

Step 2: PREDICT
1) Students predict the content of reading.
2) Students mark of the ideas which are expected to be found in the literature.

Step 3: READ
1) Students read a passage of text.
2) Students mark the key ideas in the passage.
3) Students mark the appropriate reading the contents of the prediction.
4) Students write down things in the passage that has not been predicted.

Step 4: CONNECT
1) Students connect initial predictions, predictions conformity with the content of reading, and it is not predictable which is found in the passage.

Figure 1: Implementation of the strategy TPRC
C. Theoretical Framework

The writer would like to present some underlying theories that are relevant to the research objectives. They are reading comprehension, TPRC strategy, and descriptive texts. This study will find out the effectiveness of TPRC strategy is to teach reading comprehension.

- Environment (SMAN 4 Kota Pekalongan)
- Teacher (Mr. Alvin)
- Experimental Class (X IPA 1)
- Control Class (X IPA 2)
- Lesson Plan
- TPRC Strategy
- Test

- TPRC is effective for teaching reading comprehension of descriptive text
- TPRC is not effective for teaching reading comprehension of descriptive text
1. This design allows researchers to compare the final post-test results between the two groups, giving them an idea of the overall effectiveness of the intervention or treatment. (C).

2. The researcher can see how both groups changed from pre-test to post-test, whether one, both or neither improved over time. If the control group also shows a significant improvement, the researcher must attempt to uncover the reasons behind this. (A and A1).

3. The researcher can compare the scores in the two pretest groups, to ensure that the randomization process is effective. (B) These checks evaluate the efficiency of the randomization process and also determine whether the group given the treatment shows a significant difference.

The result of the test will be analyzed to find out whether or not strategy have influence for teaching reading comprehension especially descriptive text. To obtain the result of students’ comprehension, the writer
will conduct a reading test in the form of multiple choice tests.

D. Hypothesis

Hypothesis is an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation.

In this case, hypothesis is a statement about the expected relationship between variables. It is a prediction of expected outcomes of the research. The problem statement identifies the phenomena of interest. The hypothesis predicts how the phenomena will be related.

The hypothesis in this study is significant difference in the students’ reading comprehension of descriptive texts after being taught using TPRC strategy. Null hypothesis (Ho) was rejected and alternative hypothesis (H1) was accepted because t-value was higher than t-table (t value > t table).