

## CHAPTER II

### Theoretical Framework

In this chapter the writer briefly discusses about a theoretical background which is underlying this paper. The writer is using Qualitative Method. There are five theories applied to cover: reading, reading activity, PPP structure, teaching reading using PPP method and reading comprehension measurement.

#### 2.1 The Definition of Reading

Reading is one important thing for students to learn at school and also an important skill to support learning process. Judi Moreilon (2007: 10) states that, “Reading is making meaning from print and from visual information.” But, also according to Moreilon, reading is not simple. As she explains, “Reading is an active process that requires a great deal of practice and skill.” (p. 10) Reading is not about finding words by visual information, not just to take a look, but it needs practice too. Reading needs to explore the words inside the passage and make the readers understand the meaning of it.

William Grabbe and Fredericka L. Stoller (2002: 9) also describes on their book, *Teaching and Researching Reading*, that “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.” Sometimes, the readers read the passage by not understanding the meaning of it. Instead, they also identify the words correctly without being able to comprehend and construct much meaning. The readers not only need to read words by words, but they need to understand the meaning of the passage, the plots of the story, and also the meaning of the passage itself. By reading and understanding, the readers will be able to conclude what they have got from the passage.

#### 2.2.1 Two Kinds of Teaching Reading

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. (Jeremy Harmer, 2007) Extensive Reading covers large area, while Intensive Reading covers narrower area. Alcantara R.D. et.,

al. (2003) explains on his book *Technical Writing* about intensive reading that “this is a strategy which is characterized by deliberate attention and deep concentration. It is reading for details.” (p. 97) Kumar (2006) also has the same opinion. He says that teaching intensive reading is teaching reading based on structures. “It tends to present stilted and unidiomatic pictures of the language.” (p. 223) Therefore, I can underline that the primary object of intensive reading is the detailed language study. Alcantara R.D. et., al. (2003: 97) also explains in his book that intensive reading has several activities, such as:

- 1) Analyzing several meanings of words, sentence structures, and paragraph organization
- 2) Recognizing style of presentation
- 3) Visualizing or forming images, make them come to life and take on extra dimensions
- 4) Drawing conclusions
- 5) Inferring meanings
- 6) Interpreting symbols
- 7) Exploring implications,
- 8) Evaluating ideas, information fact

Rajinder Kumar (2006) in his book *Teaching English* says that, “the main aim of extensive reading is to create an interest in reading pleasure.” (p. 223). For teaching reading using extensive reading, the material is suited at students’ level difficulty. According to Harmer (2007), students should be reading material which they can understand if we want to have a successful extensive reading program.

Extensive reading is reading imaginatively, creatively, and critically. (Alcantara R.D. et., al., 2003, p. 223) It is different with intensive reading because when using extensive reading in teaching reading, the readers read the materials that they can understand to have pleasure. Harmer (2007) says that “we need to offer them a program which includes appropriate materials, guidance, tasks and facilities, such as permanent or portable libraries of books.” (p. 283) If the readers do not get the meaning of what they read, the main goal, which is gaining pleasure, will not be achieved.

Harmer (2007) reports that in teaching reading using extensive reading, teachers can encourage students by acting in the following ways:

- 1) Setting up the library: in order to set up an extensive reading programme, we need to build a library of suitable words. The books that are set should be suitable for the readers and they should be able to identify the kinds of book.
- 2) The role of the teacher in extensive reading programme: students tend to do the extensive reading programmes by themselves if the teachers encourage them to do so. That is why, the role of the teachers is so important. The teacher can indicate them how many books they need to read, explain to them about how to choose the book, and even consult other students' review to give them ideas.
- 3) Extensive reading tasks: since students will rarely read the same passage for several times, the teachers should encourage them to report back on their reading in a number of ways. Teachers can ask them to give comments of the book after reading.

Based on those theories above, the writer can conclude that in intensive reading, the students learn to read, while in extensive reading, the students can practice what they have learnt. (Rajinder Kumar, 2006, p. 223)

### **2.2.2 Purposes of Reading**

When we begin to read something, we actually realize what we are searching for. We read a passage in purposes. William Grabe and Fredricka L. Stoller (2009) on their book *Teaching and Researching Reading* explain that there are seven purposes of reading. Reading to search information is the first purpose because in fact, at some point when we find the information that we need, we may stop reading without realizing that we miss some important information.

The second purpose of reading is to skim. Skimming is almost like finding simple information. It is a method of reading rapidly for finding only the main idea of a passage. In skimming an article, as the reader, to skim is to read the title of the article and then, read the first paragraph completely. As the reader, we may usually make decision very quickly. For an instance, we find information by only reading a headline on a newspaper or in here is skimming. "We may initially search the front for a particular story that we expect to be there." (p. 11)

The third purpose is reading to learn from texts. Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. (p. 13) This purpose requires

abilities to remember main ideas, recognize and build rhetorical frames, and link the text to the reader's knowledge base.

The fourth purpose is reading to integrate information. This purpose requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. (p. 14)

The fifth purpose of reading is reading to write. In this purpose, the readers search information needed for writing. The sixth purpose is reading to critique texts, and the last purpose is reading for general comprehension (whether for information or for pleasure). Grabe & Stoller (2009, p. 11) explain that here we read for finding information for a particular purpose inside the passage, but also get entertained by the story itself. "The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate." (p. 11-12)

After reading purposes of reading, the writer is focusing on number one, five, and seven. In point number one, the writer wants the students to read and gain information from the passage as the practice stage; in PPP, point number five as the production stage, and point number seven as the basic purpose of this research; the comprehension.

### **2.3. Reading Activity**

Teaching reading comprehension is important because as the writer has explained above, students do not only need to read, but also to understand the meaning of the reading passage itself. Teachers need to create a fun atmosphere so the students will enjoy the reading lesson. But, teachers also need to pay attention on how to make students comprehend the story by teaching and applying some activities in the lesson.

To create a good and fun atmosphere at class for the students while they are studying reading lesson, the writer has to follow up some activities that are suitable for the students. According to Harmer (2007, p. 288), students can practice specific skills while studying reading comprehension such as "*skimming*/reading for general understanding or 'gist' or *scanning*/reading to extract specific information." The

teacher should do the reading activity by gist and make them read the text again for detailed comprehension.

The following activities should be involving other skills too; such as listening, speaking, and even writing. The benefits of teaching reading in *Becoming Creative Teacher* by Halimi (2009), writing and speaking skill can also be included in teaching reading.

- Reading expands children's knowledge of vocabulary, spelling, and writing.
- Reading texts give good models of writing.
- Good reading texts stimulate discussions and imagination.
- Reading aloud exposes children to grammar, phrases, and vocabulary that will be useful in improving their speaking skills and in their ability to express themselves well (p.30)

In order to make students love to read, there are some tricks in reading activity that teachers should know. Randi Stone (2007) reports on his book, *Best Practicing for Teaching Reading*, that there are ten steps to be great readers. (p. 7)

1. Expect noise and plan for it. Let them to read aloud.
2. Reward Progress. Keep an eye of students' progress so teachers can reward it.
3. Give them books they can read. Teachers have to provide books at students' reading level.
4. Keep it fun. Keep some books special so it is fun for the students.
5. Partners. Give a partner to each student to do the reading activity. The purpose is they can share the information about the passage.
6. Groups. Put some students in group so they can take turn to read to each other aloud. This step also mentioned by Harmer on his book, *The Practice of English Language Teaching* (2007). According to Harmer (2007), reading activity can be followed by discussing. Students can be put into some discussion groups and each group has to try to predict what the text is all about (p. 289).
7. Location. Prepare a comfortable classroom.
8. Comfort. Give the students an opportunity to read in a comfortable way in the class.

9. Systems and procedures. Teachers should provide classrooms with clear procedures for how to use materials and move appropriately around the room.
10. Snacks. Give some snacks to the students. In this research, the writer gave the snacks to the students as the rewards.

The writer can underline that to teach reading lesson effectively and in a fun way, the writer should create some activities that are enjoyable for students that are involving other 3 skills: listening, speaking, and writing. Based on the theories above, the writer can conclude it into some activities. In this research, the writer used 3 kinds of reading activities: *Read and Sequence*, *Read Aloud and Mime*, and *Running Race*.

### **2.3.1 Read and Sequence**

Jim Scrivener (2005: 155) mentioned about some ideas in his book.

- Put these illustrations of the text in the correct order.
- Put these cut-up paragraphs back in the correct order.

The writer used Scrivener's theory of reading activities ideas by applying it in *Read and Sequence* activity. The writer has cut the paragraphs and scrambled them. Later, the writer split the students and put them into a pair. After that, she asked the students to reorder the paragraphs after reading the text.

### **2.3.2 Read Aloud and Mime**

Tara Arntsen (2011) reports that the teachers can do reading activities by practicing reading the material aloud. She mentions that the teachers can do this by doing some several steps. She says that "you should read the passage aloud pausing where appropriate." Students need to repeat each section after the teachers and place slashes in their text. Based on her theory, the writer asked the students to read the passage aloud each section after her. After that, the writer split the students into two groups and asked them to mime the words using gestures.

### **2.3.3 Running Race**

In applying reading activity, Alisha (2013) explains that "one of the most essential reading skills is scanning for specific information." By scanning, students

can read questions carefully and will be able to quickly find the answer. A good scanning activity is a “running race.” In applying this activity, the writer has prepared 6 questions about the details of a text and has cut the questions into strips of paper and given each pair those 6 questions. The writer has also cut and scrambled the answers and pasted on the wall. When the writer tells students to start, they should race to find the correct answer to the first question, and then one partner should run and give their answer to their partner. After that, to answer the next question, the other partner will have to take turn to find the answer on the wall and run to the other partner who found the first answer to give his/her answer.

#### **2.4 Presentation Practice and Production**

There are so many teaching methodologies teachers can use. One of the popular methodologies is called Presentation Practice Production (PPP). According to Jeremy Harmer (2007, p. 64) “in this procedure the teacher introduces a situation which contextualizes the language to be taught.” As the name of this method, PPP has 3 stages of presenting a lesson: presentation, practice, and production. Harmer (2007) explained that PPP is about using repetition in lesson, “where the students repeat a word, phrase or sentence all together with the teacher ‘conducting’.

Presentation stage is controlled by the teacher. The teachers present the lesson by first using the picture based on the material of that day’s lesson. Then, the teacher will have to elicit the students until the students answer what the teacher mean. The teacher also needs to ask the questions to the students. This strategy also followed by using gesture while presenting the topic. Just like what Harmer says on his book, “She may accompany this demonstration of form rules by using some physical means such as bringing two hands.” (p. 65) For an instance, when today’s material is to learn about Present Tense in the use of daily activities, teachers can bring and show the pictures about someone who is doing his activity. The pictures could be about his routine from he wakes up until he goes to bed. The elicitation could be about, “*What does he do?*” Teachers can ask this question and then, use gestures to mime what someone is doing on the picture to elicit students answering the question. Beside using pictures, teachers also can use song, or even game, on presentation stage.

In presentation stage, the teachers also do the teaching. According to *Learning Teaching* by Jim Scrivener (2005, p v.i), “The art of teaching is essentially a constant processing of options.” Teachers have options to deliver their lesson to the students; whether they decide to do something or not. Also explained by Scrivener (2005), “at every point in each lesson a teacher has a number of options available; he or she can decide to do something else, or not to do anything at all.” The teachers will have the options about what to do in every lesson. Teachers can deliver some good lessons to reach the goals of the materials or even do not conduct anything at all. By giving opportunities during the lesson, the students will be able to make essential decisions for them and even take responsibilities for their learning and to move forward.

The second stage of PPP is practice. This stage is where the repetition emphasized. In this stage, the teacher also needs to correct the mistakes that students make by repeating the correct sentence. The goal on this stage is to help students to use the language.

The last stage of PPP is production. Some trainers call it ‘immediate creativity’. On this stage, the students need to use the new language (Harmer, 2007, p. 67) For example, in this stage on reading lesson; the teacher can involve students into discussion or ask them to summary the reading passage. Teachers can go back to the previous stage if they see that students need to do the two previous stages over again. Like Harmer (2007: 66) says on his book, “The teacher can now see if and where students are having problems during this production stage phase and return to either presentation or practice as when necessary after the production phase is over.” Harmer also explains on his book, that Byrne (1986:3) suggested the same thing, which is joining the three phases in a circle.

Figure 2.1 PPP Circle by Byrne (1986:3)



### **2.5 Teaching reading using PPP method**

The writer uses PPP method as a reference to teach reading comprehension. On presentation stage, Harmer (2007: 67) said that “the teacher engages students by presenting a picture or a situation, or by drawing them in by some other means.” In reading lesson, the teacher can use the pictures that are related to the reading passage, so the students can get some clues of what they are going to read. This strategy eases the students to get involved into the reading passage. Also, like Harmer (2007) explains on his book, engaging students in a situation is a way to present a lesson. In the case of reading lesson, the teacher can engage the students by eliciting the new vocabularies related to the reading passage.

On practice stage, the teacher can ask the students to read the material aloud. What Harmer (2007) explains about practice stage is to get the students repeat. In the case of reading lesson, the teacher can ask the students to read by doing some slash reading. The teacher will have to read aloud by pausing and ask the students to repeat section after section. In checking overall comprehension, the alternative way teachers can use is by starting with some true or false questions. It is also essential to make sure students know why those statements are true or false, according to the passage. Besides, teachers also can have the students fill in the blank sentences or basic comprehension questions in practice stage.

Production stage in reading lesson is where the students use what they have learnt through 2 stages before. The students asked to use the new language. (Harmer, 2007) In reading lesson, the teacher can get students into a discussion or a problem solving, or even make them summarize the reading passage by their own understanding and words.

## **2.6 Reading Comprehension Measurement**

It is essential for the teacher to know about how to measure the students' comprehension, so that the teacher will find out whether the students understand the reading passage or not. According to Klinger, Vaughn, and Boardman (2007) in *Teaching reading comprehension to students with learning difficulties*, "When selecting a test or assessment procedure to use with students with LD (Learning Difficulties), it is important to select the measure that most closely matches the users' needs or purpose." (p. 16) An overview of different types of comprehension assessments also mentioned by Klinger, Vaughn, and Boardman (2007) on their book. It is said that the teacher can measure students' comprehension by doing Curriculum-based assessment (Tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored); and Retelling (Students are prompted to retell or reconstruct what they remember about what they have just finished reading. In this research, the writer did the measurement by doing those 2 types of comprehension assessments.

In this research the writer used 3 kinds of reading activities: *Read and Sequence*, *Read Aloud and Mime*, and *Running Race*. In 6 meetings, the writer applied each activity for 2 meetings. The writer gave out a reading comprehension worksheet in each meeting and also asked students to summarize or write a story with their own understanding. The writer measured their understanding by putting the scores on the diagram, and saw the percentage of their scores of their development.

To support the theory above, the writer has found the other supporting theory about how to calculate the average score, to help the analysis to be more valid. According to Brown (2007, p. 66), the single most commonly reported indicator of central tendency is Mean. Mean is the average of students' score when grading classroom test. The average score of each performance is calculated by using a

simple formula to get the mean ( $\bar{X}$ ), just add up ( $\Sigma$ ) the scores ( $X$ ), and find the number of the scores, and divide the totaled scores by that number ( $N$ ). Here is the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where,  $\bar{X}$  = Mean,  $X$ = points  $N$  = Number of students,  $\Sigma$  = sum (or add)

The theory of Mean above is going to be used in chapter 4 of the analysis, to see the average score of the students in each test in six meetings and see how their graphic score is.

The writer also scored the retelling activity by adopting from the following questions quoted from Klinger, Vaughn, and Boardman (2007) in point number 5. (p. 35)

In *Teaching Reading Comprehension to Students with Learning Difficulties*, it is stated that rubrics can be used as a way to tally the quantity and quality of students' responses. The quality of a response might simply be marked as "low", "moderate", or "high". Or a scale of 0-4 or even 0-5 can be used. For example:

- 0 No response
- 1 An inaccurate and incomplete reasons
- 2 Some information is accurate and some is inaccurate; the response is sketchy.
- 3 Information is generally accurate and complete, but not well developed.
- 4 Response is complete and accurate
- 5 Response is complete and accurate, plus the student points out interrelationship between elements or makes connections to personal knowledge.(2007 p.35)

In this research, the writer used a recording sheet that is accordance to Klinger, Vaughn, and Boardman (2007), attached in Appendix AP5.