

II. FRAME OF THEORIES

This chapter discusses the frame of theories which include several points, i.e. review of previous research, related literature, theoretical assumption, and hypothesis of the research.

2.1. Review of Previous Researches

In relation to this research, there are several previous studies which have been conducted by some researchers (see, e.g. Smith, 1999; Evinda, 2009; and Zweirs 2005) as the contribution for teaching reading activity at school.

Smith (1999) has conducted her study for Students College in Arizona University. Based on the result of her study about predictive technique, the finding shows that this technique helps the students to activate their awareness for the subject and they will focus on their reading. In addition, the students make a prediction and answer the questions given by the teacher quickly before they can read the whole paragraph by using their background knowledge, then they refine, revise, and verify their predictions after they read the whole text.

Another research has been done by Evinda (2009) at SMA Al Huda Jatimulyo, Lampung Selatan. The aim of her study was to find out the difference of students'

reading comprehension achievement by comparing the predictive technique and the conventional technique. The results show that the students' mean scores within the experimental class increased significantly. So, she concluded that predictive technique could improve the students' reading comprehension achievement.

Based on the explanation above, the researcher assumed that predictive technique might improve the students' reading comprehension achievement. It helped the students activate their awareness for the subject and focus on their reading. It would become a solution for the students' problem in comprehending text as the researcher's explanation in the background of the problems.

Meanwhile, Zweirs (2005) conducted his study for the primary students in New Jersey. The results show that in making inferences process, the students use their own experiences and combine them with information gathered from the text. As the result, the students are able to create a new meaning or draw a conclusion that is not explicitly stated in the reading.

Considering the explanation above, the researcher assumed that besides predictive technique, making inferences technique would become one technique that can be used to help the students to activate their awareness in reading and encourage their motivation in reading. In this research, the researcher proposed her research by comparing these techniques that have been proven can increase the students' reading comprehension achievement. Moreover, this research was intended to

find out which one of the two techniques that was more effective to be applied in teaching reading at senior high school.

2.2. Review of Related Literature

For further explanation about the implementing of reading technique for successful reading, the researcher explained some related literature about the reading comprehension and the techniques towards the students' achievement in reading comprehension.

2.2.1. Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. Reading aloud is to change the written sign (form) into oral sign giving the meaning. The most important characteristic of reading aloud (oral reading) are pronunciation, tone, speed and pause. Meanwhile, silent reading uses the eyes and ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasizes in silent reading which will be conducted in this research.

Carver (1990) defines reading as a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and or constructing meaning. Reading is also a means of language acquisition, communication, and sharing information.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

In addition, Howart (2006) says reading is just as a communicative as any other form of language. It means that in reading, there is an interaction between the researcher and the researcher try to encode the messages to the readers. Then the readers try to decode the messages that sent by the researcher. Moreover, Walker (2004) states reading is a result of the interaction between the perceptions of graphic symbols and the written language form. In reading process, the reader tries to recreate the meaning intended by the researcher. From the description above, it can be stated that reading is a process that requires thought, students' ability in understanding the meaning and the information from the text.

From the statement above, it can be said that in comprehending the texts the students have to know their technique in reading. It was also to make them easy to identify the specific information in the texts. One aspect that becomes essential in students' reading in the reading technique. It has direct "link" in comprehension and strategy or technique. The researcher assumed that reading comprehension was students' competence in comprehending the specific information, word and surface meaning in texts is described by students' score with an appropriate technique.

2.2.2. Aspects of Reading

There are five aspects of reading, namely main idea, specific information, references, inference, and vocabulary. The explanation was as follows:

1. Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Hancock (1987: 54) defines that the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

3. References

According to Latulippe (1986:20) reference are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4. Inference

Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the

context in which the word occurred, in order to give him a rough idea of its meaning.

5. Vocabulary

According to Wallace (1987:30) vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

2.2.3. Concept of Narrative Text

According to School Based Curriculum (KTSP), there are many kinds of text, i.e. descriptive, procedure, recount, narrative, and news item. Kennedy (1981: 8-9) states that one of the foundations in reading is the ability to organize a series of facts, events or ideas into logical order. It was similar with the syllabus in KTSP where the teacher must introduce narrative text as one of genre of paragraph.

Based on English curriculum 2006 that is applied in senior high school in Indonesia, that is KTSP, the students are expected to comprehend the meaning of materials from various texts. One of them is narrative text. Why it is important because the students had to have the ability to look at and get the meaning of written text, that is called reading comprehension. Because of that, reading is very important to be taught to the students.

According to Rushel (2004), narrative text is the form of writing used to relate the story of acts or events. The story can be fiction or it can be non-fiction. The

purpose of narrative text is to entertain, to tell story, or to provide an esthetic experience. Narrative text is written based on life experience and organized focusing at character oriented. It was built using descriptive familiar language and dialogue.

There are some genres of literary text which fit to be classified as the narrative text, namely: (1) Folktale, i.e. very old traditional story from a particular place that was originally passed on to people in a spoken form e.g., *Malin Kundang*. (2) Fairy tale, i.e. an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella*. (3) Fables, i.e. short stories, especially with animals as characters, which teach a lesson, e.g., *The Smartest Animal*. (4) Myth, i.e. a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tangkuban Perahu*.

Meanwhile, Beverly (2006) states narrative text is organized by the story of grammar. It consist beginning, middle and end of the story. To build this story grammar, narrative text needs plot. This plot would determine the quality of the story. Plot is a series of episodes which hold the reader' attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they had ability to handle that problem.

A narrative text generally consists of the following structure:

1. **Orientation** is usually introducing the participants and informing the time and the place. It is the introduction of who / what, when and where. What text talks in general, who involves in the text, when and where it happens.
2. **Evaluation** retells a stepping back to evaluate the plight. In this part, it tells about the first condition of the character before facing the problem.
3. **Complication** is usually describing the rising crises which the participants have to do with.
4. **Resolution** is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is the conflict becomes end.
5. **Re-orientation** indicates optional point. This means that the story not always uses this, and usually, it states the conclusions of the event based on the writer point of view.

Basically, narrative text often uses language features as follow:

1. Using processes verbs, for example *run away, teach, etc.*
2. Using temporal conjunction, for example *once upon a time, one day, etc.*
3. Using simple past tense, for example *got angry, said, etc.*

In addition, in order to make the students understand about the content of text, aspects of reading should be emphasized in every stage of generic structure of narrative text. For example, in orientation, where introduces the place and character of the story, the students could find main idea, specific information, and

reference. Next, in complication, the teacher could explore more about the vocabulary. In the last stage, resolution, the teacher could ask the students to infer the story. Therefore, this is the essential relation in teaching reading of narrative text.

2.2.4. Concept of Predictive Technique

According to Smith (1999) prediction helps the reader to activate their awareness of the subject, and focus on their reading passage. In implementing the predictive reading technique, the teacher asks the students to apply their background knowledge (students' experience) and help them to predict the text in order to comprehend and to interpret contextual meaning beyond the passage.

In addition, Forsten, Grant, and Hollas (2003) say that the prediction helps the readers connect what you know with what they are reading. Just as a detective looks for clues to solve a mystery, you can find clues in a text about upcoming events before you read the whole passage.

Meanwhile, Markstein, et al (1982: vi) states that predictive technique is a technique by using illustrative material (photograph, map, and graph) and the title.

In predictive technique, the students discusses about:

1. What they think the subject is. The students are asking to predict the topic of the text based on the prior knowledge after the teacher shows the picture. This part can prepare the students for what they are going to read by providing clues to meaning.

2. What the picture tells them about the subject. By using picture, the students are encouraging to draw the content of the text on their mind to assist reading comprehension.
3. How they feel about the subject, taking care to examine in detail their past experience or knowledge of the subject. By using the extra clues, elicit more details, the students can predict the content of the text effectively.

The statement above tells us that predictive reading is a technique in reading in which the reader is asked to apply his/her background knowledge as well by using the illustrative material. Moreover, Cowan (2010) says prediction is an educated guess as to what will happen. The readers are guided such kind of question, like “what is going to happen next in the story”, “why did it happen?” before they can read the whole paragraph, but then they refine, revise, and verify their predictions after they read the whole paragraph.

2.2.4.1. Procedures of Teaching Reading through Predictive Technique

According to Beers and Howell (2003), the steps of teaching reading comprehension through predictive technique are:

- a. Predictive technique is introduced to the students. The teacher and the students are discussed the role/procedures of the teacher and learners in predictive technique.
- b. The students are asked to guess the title based on the picture and the teacher writes the correct title on the white board and the students pronounce the title.

Discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board.

- c. The students are asked to guess the content of story based on the picture by using their background knowledge. Then, ask a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text.

As the illustration:



1st step : The students are asked by the teacher “What do you think about the picture?” then also the students are asked to predict the topic of the text based on the prior knowledge after the teacher shows the picture.

2nd step: The students are asked by the teacher “What does the picture tells the about?” By using the picture, the students are encouraged to draw the content of the text on their mind to assist reading comprehension.

3rd step: The students are asked by the teacher “What do you feel about the picture?” Tried out to invite the students’ encourage to tell about the

picture based on what they're thinking about the picture, invite another students to give the opinion and making discussion about it.

- d. The students are distributed the gapped text (incomplete text) and asked to complete the gapped text.
- e. The students are asked to read the text in front of the class after the teacher has distribute a complete text.
- f. The students are asked to discuss the text with their friends and shared with the teacher about their problems.
- g. The students are given the exercises and asked to do that exercise.

2.2.4.2. Advantages and Disadvantages of Predictive Technique

There are some advantages and disadvantages of predictive technique:

1. Advantages of predictive reading technique:

- a. Predictive reading motivates the students to use their schemata or background knowledge in reading the text. By using schemata and background knowledge, they more focus on the main point of their reading text.
- b. By using accompanied picture, the students gives more attention to the reading text.
- c. The teaching learning process can be more interesting by using picture and the activities which is use the student's schemata or background knowledge to predict the story.
- d. Predictive technique helps the students to build up their ability to interact with each others and the teaching learning process become more effective.

- e. Predictive technique promotes feeling of well being and relaxation during the teaching learning process.
- f. It is also encourages the students to be active participants and stimulates the students to express their idea and learn to respect others opinions.
- g. Predictive reading technique helps the readers to activate their awareness of the subject. It means that the reader's concentration will be more focus.

2. Disadvantage of predictive reading technique:

- a. The teacher was rather difficult to select reading materials, which are accompanied with suitable pictures.
- b. The class will be noisy if the teacher can not handle the class well because the students tend be active during the learning process.
- c. Sometimes, the teaching learning activity was still dominated with clever student and others can not be independent.

2.2.5. Concept of Making Inferences Technique

According to Anne (2008) the ability to make inferences is the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inference skills are important for reading comprehension, and also more widely in the area of literary criticism and other approaches to studying texts. When the students read, they use all their senses, for example, they see things in their "mind's eye" and hear the sounds that connect to what they have reading.

As they read, they imagine the situation about which they are reading, and they infer things the author has not told to readers about the text. Then infer why things happen, why characters behave, how the way they do, and how characters are feeling. The readers will enter the world created by the author, and you create images and inferences based on what the author tells the students and their own knowledge.

Calvo (2004) also stresses the importance of the capacity of the working memory in making inferences while reading the text. If our working memory is good at holding provisional representations, it saves times integrating information as reading progresses. When the readers read more explicitly, they will understand about what they have read and they will save it for long period.

Hannon and Daneman (1998), represents the categories of making inferences in reading into 4: (1) identifying important passage words (2) activating important facts about those words (3) doing reasoning about those facts, computing relationships between the words (4) resulting a coherent abstract of discourse representation

Considering the explanation above, in making inferences process, the students take their own experiences and combine them with information gathered from the text. As the result, they create a new meaning or draw a conclusion that is not explicitly stated in the reading. Then, they would improve their schemata to

predict the information from the text, learn about the unfamiliar words and increase their motivation in reading the text.

2.2.5.1. Procedures of Teaching Reading through Making Inferences Technique

- a. The students are introduced with making inferences technique. The teacher and the students are discussed the role/procedures of the teacher and learners in inference reading technique.
- b. The students are given a reading text by the teacher and the teacher asks the students to read the text.
- c. The students are asked to read the text, discuss the content of text by asking the students some questions, for example: What does happen in the story? Who was involved in the story? How did the event happen? Write up their responses on the board and also asks the students about the unfamiliar words.
- d. The students are asked to infer the content of story by using their schemata.
- e. The students are asked for a few more questions to help students elaborate their opinion after read the text and discuss the unfamiliar words of the text, to find the main idea and supporting details.
- e. The students are asked to find out the unfamiliar words and asks try to guess the meaning based on their schemata.
- f. The students are asked to discuss the text with their friends and shared with the teacher about their problems.
- g. The students are given the exercises and asked to do that exercise.

2.2.5.2. Advantages and Disadvantages of Making Inferences Technique

There are some advantages and disadvantages of teaching reading Comprehension through making inferences technique:

1. Advantages of Inference Reading Technique:

- a. Making inferences technique helps the students to define difficult or unfamiliar words and develop their background knowledge in understanding content of the text.
- b. The reading comprehension through making inferences technique motivates the students' awareness in reading process.
- c. Making inferences technique helps the students infer the information after they reading the whole text.
- d. Making inferences technique gives students a chance to share knowledge and information that they have.
- e. Making inferences technique avoids one students dominate each others.

2. Disadvantages of Inference Reading Technique:

- a. This technique needs a little bit time consuming.
- b. The students might get bored and will be noisy if the teacher can not handle the class well.
- c. The teacher needs a lot of energy and should be more active in the teaching learning activities in order to make the students more active during the lesson.
- d. Sometimes, The teaching learning activity was still dominated by the teacher and the clever student, so the others can not be independent.

2.3. Theoretical Assumption

Based on the frame of theories, the researcher assumed that there was difference of students' reading comprehension achievement between the students who are taught through predictive technique and those taught through making inferences technique. Moreover, based on the observation class, Predictive technique was more effective for the students in comprehending text and elaborates the students' skill in predicting the story based on their own opinion and answering the questions given by the teacher quickly. They were interested to the related picture of the text given by the teacher, so they don't get boring during the learning process and tend to be more active in the learning process. Meanwhile, the teaching reading through making inferences technique also gives the students motivate to the reading process, but without any supporting media such a picture used in predictive technique, the students get bored during the learning process. The teacher needs a lot of energy and should be more active in the teaching learning activities and sometimes, the teaching learning activity was still dominated by the teacher.

2.4. Hypothesis

Based on the frame of theory above, the researcher formulates the hypothesis as follows:

1. There was a significant difference of students' reading comprehension achievement between students who are taught through predictive technique and those taught through making inferences technique.

2. The teaching reading comprehension through predictive technique was more effective than through making inferences technique. It can be seen from the students' average score who are taught through predictive technique are higher than those taught through making inferences technique.