

II. LITERATURE REVIEW

This chapter reviews some theories that have been used to support the research. This chapter consists of concept of reading, concept of reading comprehension, concept of reading aspects, concept of teaching reading, concept of learning model, learning method and learning strategy, concept of the EXCLUSIVE learning model, syntax of the EXCLUSIVE learning model, the EXCLUSIVE learning model in teaching reading, the procedures of reading comprehension through the EXCLUSIVE learning model and the implementation of the EXCLUSIVE learning model.

2.1. Concept of Reading

Talking about the concept of reading, there will be no single concept that is suitable to be applied in every occasion. In other words a concept of reading may be suitable for one case but might not be suitable for another case. However, it is important for this study to gather the concept of reading that is related to this research. The meaning of reading is look at and understands something in written or in printed text. It means that while reading someone not only understands the word in the text, but also understand the message or information of the text.

Based on Cline (2006: 2) reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system into the spoken

words which they represent. This view provides a concept in reading; actually the readers bring his background, experiences, and emotion when they are reading the text. Carter (2001) also figures out reading is a process that requires students or reader to master concept in a personal way. The concept of personal way is the readers' or students' background knowledge and life experience if the student or the readers familiar with subject, they will have a personal interpretation of words or phrases. In other words, good readers make predictions and verify or refute them as they read. They also make adjustments to what they think will come next based on the text.

As it was stated by Fanani (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. He then concludes that the main goal of reading is a process of comprehending the written texts. He further says, to have good understanding of a reading passage, the reader must use and need a various reading skills, such as finding main idea, specific information, reference, inference and vocabulary. So that the readers for instance can draw conclusion, recognize details from a selection and developing reading items in English. It has much possibility that someone will find difficulty in understanding the contents of the text if all information is new presented in the text, such as knowledge of vocabulary, grammar, and knowledge of world. In short, reading in this research is a process of understanding information from the text by making a prediction to help understanding the text.

From the quotations of reading above, it could be indicated that reading has a close relationship with comprehension. So, we need to describe more about reading comprehension in the next explanation.

2.2. Concept of Reading Comprehension

Comprehension is a progressive skill in catching the meaning beginning at the word level and proceeding to attaching meaning to an entire reading selection (Doyle, 2004). All comprehension revolves around the readers' ability in finding and determining the information or main idea from the text. But, the fact is many participants still find difficulties in understanding the information or main idea from the text. Wainwright (2007: 37) states that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. The knowledge is the basic element for comprehension so this is important to relate what we do not know or new information to what we already know.

Wainwright (2007: 37) his second definitions of reading comprehension is the process in which the reader has to decide linguistic symbols and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding the main idea and related details. A good recognized that many ideas are implied and the readers must read between the lines to get the full meaning. Meanwhile, according to Klingner (2007: 2) reading comprehension is the process of constructing meaning by

coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.

Based on some opinions above, it can be concluded that reading is about understanding the written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text. In this case, theoretically, we need to analyze the five aspects of reading comprehension (identifying main idea, finding specific information, reference, inference and vocabulary).

2.3. Concept of Reading Aspects

As mentioned previously that reading comprehension has five aspects this clarify actually concerned with reading comprehension as they are elaborate like the following:

1. Main Idea

Main idea is called the topic sentence (Mc. Whother, 1986:36). It tells the content of the paragraph. In other words, the main idea is the important ideas that are developed by the writer throughout the paragraph and sometimes are available in key words and explicit or implicit message. For example: *The topic is the story of "Cinderella"*.

From the topic the writer delivered his or her idea about the story by giving one main idea in one paragraph as seen in the following example:

Paragraph 1

Once upon a time, there was a girl called Cinderella. *Cinderella lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life, Cinderella's father remarries to a woman who has two daughters of her own.* Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. It was quite true Cinderella even dressed in rags with dusty gray face from the cinders was a lovely girl. While her stepsisters no matter how splendid and elegant their clothes were still clumsy, lumpy and ugly.

Cinderella lived with her step mother and two step sisters actually function as main or important idea because it will be developed by specific information or supporting idea and become paragraph 1.

2. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions such as examples, facts, comparison, cause and effect that is related to the topic sentence.

For example: *The Story of "Cinderella"*.

The main idea of paragraph 1 is Cinderella lived with her step mother and two step sisters. It will be developed by giving specific information and become paragraph 1.

Paragraph 1

Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. *They were very bossy, she had to do all the housework. It was quite true Cinderella even dressed in rags with dusty gray face from the cinders was a lovely girl. While her stepsisters no matter how splendid and elegant their clothes were still clumsy, lumpy and ugly.*

One day, invitations from the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before then. (specific information).

The italic sentences are called specific information because they are actually developed from the main idea, in this case the specific information gives the detail information about the character of Cinderella and her two stepsisters and stepmother in that story as an example of bad character and facts about the new family of Cinderella. It was also the comparison between Cinderella a beautiful girl and her step sister an ugly girl.

The underline sentences are also called specific information because they are developed from the main idea, in this case the specific information gives the detail

information about the reason (cause and effect) why her stepsister did not allow Cinderella come to the party and how she can come to the party.

3. Reference

According to Lattulipe in Marsiyah (2009) reference is the words or phrases that is used either before or after the reference in the reading a text. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronouns.

For example: Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

What does the word "they" in the sentence refer to? The word "they" refers to her stepsister and stepmother.

The word "they" is called reference because it becomes pronoun to "her stepsister and stepmother".

4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

For example: One day Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more riches alone.

Did Aladdin enter the cave with Mustafa? No, he did not. Aladdin entered the cave alone (inference).

The inference or the conclusion from the sentences above is Aladdin entered the cave alone because from the sentences we can make the conclusion that Mustafa did not enter to the cave so, Aladdin entered the cave alone.

5. Vocabulary

Barnhart (2008: 697) states that stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

For example: ... He took his plough and hit tiger. Then he said. "Now, you know about my intelligence even if you haven't see it".

The antonym of the underline word is...? *Cleverness*. In this case, the question was usually about the antonym, synonym and meaning.

After analyzing the five aspects of reading comprehension (identifying main idea, finding specific information, reference, inference and vocabulary) this research need to understand about the concept of teaching reading.

2.4. Concept of Teaching Reading

Based on Alyousef (2005: 143) teaching reading, contemporary reading task, unlike the traditional materials, involves three phase procedures; pre-, while- and post-reading stages. Pre-reading stage helps in activating relevant background knowledge. For example, the teacher can ask the students questions that make them interest and activate the students' prediction using their background knowledge. The aim of while-reading stage is to develop the students' ability in

tackling the text by developing their linguistic and schematic knowledge. Post-reading includes activities which develop learning comprehension.

There are two kinds of teaching reading; extensive and intensive. Extensive and intensive are different in some cases. The differences between extensive reading and intensive reading therefore extensive reading has more important purpose compared to intensive reading in broadening students' knowledge. The first difference is about students' activity in the class. In extensive reading the students' activity is more complex than in intensive reading. The students, in extensive reading class, usually are asked to write a summary after reading an article. As we know, writing summary is not an easy thing to do.

It allows learners to assert full control, both of the main factual or fictional content of an article or book, and the grammar and vocabulary used to express it (Bell, 1998). Besides, the students also will do a short presentation on what they have read. Bell (1998) states that by doing short presentation, the students will have knowledge of the right preparation, self- independence and autonomy. While in intensive reading, instead of writing summary and having presentation, the students are asked to answer some questions related to the topic which is given by the teacher. Usually, all of the answers are available on the text, so that the students only rewrite it.

In conclusion, through doing complex activities, extensive reading can broaden students' knowledge more than intensive reading. In extensive reading, students write summary and do presentation which lead them to minimize the use of dictionary. In opposition, the students' activities in intensive reading are more

limited. The activities depend on the teacher's guidance only. This kind of activities will not encourage students to explore their abilities; they cannot broaden knowledge by themselves as well as in extensive reading. So, this research was used the extensive reading in this research.

In short, in teaching reading the teacher should provide learning model in reading to the students, especially before reading in order to guide the students' interest and also the students' background knowledge to make the students comprehend the text easier. In this research the concept of Learning Model, Learning Method and Learning Strategy need to be developed theoretically in the next explanation.

2.5. Concept of Learning Model, Learning Method and Learning Strategy

Actually the meaning of learning strategy, learning method and learning model are different, but these term are in practice often exchange or used alternately. Joyce and Weil (2001) defines learning model is a conceptual framework that is used as a guide in learning. This conceptual framework that describes the systematic procedure in organizing learning experiences to achieve certain goals and serve as a guide in planning and implementing lessons. So, the term learning model has broader meaning than the other terms.

Method is a procedure or steps in how the teacher achieves the aim of learning. It is supported by Wina's (2007: 144) opinion that method is a way to implement the lesson plan in the teaching learning activity to achieve the goal of learning totally. Learning method is the procedure that is used by teacher to make a relation with the students in teaching learning process (Nana Sudjana, 2005: 76). Based on the

explanation above it can be concluded that learning method is learning procedural that focus on the achievement of learning goal.

According to Kemp (in Wina, 2006:126) learning strategy is a learning activity that must be done by the teacher and the students so the aim of learning can be achieved effectively and efficiently. Learning strategy is a set of material and learning procedural that is used to achieve the goal of study. Based on the opinion above it can be concluded that learning strategy is a learning activity that is containing a set of learning activity that is arranged by teacher to achieve the aim of learning effectively and efficiently.

After knowing the differences about the concept of learning model, learning method and learning strategy, this research used the EXCLUSIVE learning model based on Sudiarta (2005) model framework by Abdurahman, Tamimi, and Kadaryanto (2012) in teaching reading comprehension aspects. This study tried to apply this learning model by developing learning procedures in improving students' reading comprehension aspects. It have to provide the concept of the EXCLUSIVE learning model theoretically in the next explanation.

2.6. Concept of the EXCLUSIVE learning model

This learning model is designed based on the model framework of Sudiarta (2005). Thematic learning model which is developed based on constructivism oriented by three pillars of awareness and literacy character of students that is Understanding, Consciousness and Awareness (PS2). It produces a learning model that includes the main syntax of Exploring, Clustering, Simulating, Valuing and Evaluating named the EXCLUSIVE learning model.

This learning model is developed from a thematic study which is begun by specifying a particular topic as a central theme or topic, after the theme is determined then it is defined as the basis for determining the basis subtheme from other related study. In determining the theme it can be done by the teachers or the students or based on agreement that can be drawn from the concept around the students. The EXCLUSIVE learning model could be developed to encourage the students' participant to be active in every phase of learning. The students are expected to give their opinions. This learning model requires the students to be active with each other and exchange their ideas, collaborate, communicative and simulate together to achieve the learning goal and the students are expected to be able to develop their ability.

In the EXCLUSIVE learning model based on metacognitive, the position of the teacher as the facilitator which provides learning resources, encourages the students to learn and solve the metacognitive problems, gives motivation, rewards and provides some helps to the students in order to learn and construct knowledge optimally. Interaction will take place the mutual interaction between the teachers, students and materials (learning sources). In the words the EXCLUSIVE learning model based on metacognitive is developed to the low structure approach, meaning that the learning process is the student centered, in this case the teacher acts as a facilitator, motivator and moderator. The emphasis in this model is the implementation of cognitive strategies, controlling and evaluating their own learning in the system of interaction.

Social system is developed by the EXCLUSIVE learning model is basically the same as the social system of cooperative learning model. This model is developed

based on the philosophy of constructivism, especially social constructivism by Vigotsky (Joyce & Weil, 2001). The system emphasizes the social construction of knowledge that each individual learns actively on his own responsibility, but individual knowledge construction will be strong when it is done collaboratively. This mutual group is a cooperative group that emphasizes effort to make the discussion based on open-sense, so there comes a sense of comfort and a sense of friendship among the students in collaborating to solve the problems associated with the central themes of the students' life. In this case theoretically we need to analyze the syntax of the EXCLUSIVE learning model.

2.7. Syntax of the EXCLUSIVE Learning Model

Learning model that was developed based on rational learning of the students and theory of metacognition, the syntax of the learning model elaborated as follows:

1. Exploring

After giving an apperception and motivating the students about the theme that will be learned, the students are divided into groups which each group has a task to find out as much as possible the specific information that relates about the theme. In this case, the teacher divides students based on the information that they have and each group has to work together to ascertain that every member of groups master the information.

2. Clustering

After each group gets all the information about the theme the teacher and the students find the similarities from the information in the first step to be made

clusters information. Then, from the clusters information the teacher makes group which specifically master the clusters information.

3. Simulating

In this stage, the students are offered to perform simulations. In this phase the students will do activity that was already shown by the teacher in the exploring step.

4. Valuing

In this step, the students are invited to internalize the values in the case of the problem in our life through the discussion and simulation, so there is a strong willingness and ability to apply and use in daily life.

5. Evaluating

In the last step is evaluating the process of learning so the students get some recommendations of improvements to subsequent learning activities. In this stage, the evaluation will result that there are some things that need to be explored in more depth, step back and explore to do so on such a cycle.

2.8. The EXCLUSIVE Learning Model in Teaching Reading

Kadaryanto, et al (2012) proposed this model and it was used by Santi (2013) in speaking. It has been used yet in reading skill before so, this research develops the steps of this model which consist of Exploring, Clustering, Simulating, Valuing and Evaluating.

1. Exploring

In this step, the teacher guided the students to explore and find out the information related with the material. The teacher showed how to find out five aspect of

reading comprehension (main idea, specific information, references, inference and vocabulary) from the narrative text that are given. The theme was given based on the problem in their daily lives such as the problem in family and the friendship.

2. Clustering

After being explained about how to find five aspects of reading comprehension in the text, the teacher divided the students into groups. Teacher divided the students into groups based on five aspects of reading comprehension (main idea, specific information, references, inference and vocabulary). They should find the similarities in term of five aspects of reading comprehension. Each group had a duty to seek more information about one reading aspects as described previously.

3. Simulating

In this step was doing simulation. Each group had to discuss and master one of reading comprehension aspect. For example the reference group had to master and find the similarities about reference based on the text. After all members of the group understood one aspect of reading, one student became a volunteer to show other groups how to find or get the aspects of reading comprehension according to their group. Other groups pay attention during the presentation and ask some questions related to the discussion, such as “*What is the main idea of paragraph 3?*” and “*What values can you learn from the story?*”.

4. Valuing

The next step was valuing. All the students were asked to take values from the simulation and from the text that had been discussed and there will be a strong willingness and ability to implement and use in their daily lives. For example, in this case the of values the students can use in their daily lives may do not give up

when facing the problems in their lives, believe in themselves, also be brave to face all the problems in this world.

5. Evaluating

The last step is evaluating. In this step the students were asked to evaluate their group discussion and their performance. The teacher gave the recommendation to improve their skill in finding the five aspects of reading comprehension in reading. The teacher and the students also evaluate what they done during the teaching learning process. The teacher evaluated the difficulties in finding main idea from the text and making inference from the text.

2.9. The Procedures of Teaching Reading Comprehension through the EXCLUSIVE Learning Model

In doing this research, the treatments were given to the students by teaching reading comprehension through the EXCLUSIVE learning model using certain text as the materials. The teaching procedures was described based on the steps that implemented for the EXCLUSIVE learning model that are pre-reading activity, while-reading activity and post-reading activity.

Pre-activities.

These activities include:

1. Opening. In this activity the teacher opens the meeting and makes sure that the students are ready to studying. (motivating)
2. Brainstorming. In this step the teacher asks some questions and gives explanation about the genre of the text that will be read.

3. And then, the next activity is the teacher explains the objectives of the day lesson.

While-activities.

While activities provide the following procedures:

1. This exploring activity, firstly the teacher asks the students to make them ready learn and ask them about the text. (*exploring*)
2. Then secondly, the teacher gives the explanation about how to find five reading comprehension aspects (main idea, specific information, references, inference and vocabulary) to students. (*exploring*)
3. Thirdly, in the clustering activity the teacher divides students into five groups based on the five aspects of reading comprehension. Each group has a task to find detail information about one aspect of reading comprehension. (*clustering*)
4. Fourthly, in simulating activity, each group has to discuss and master one of reading comprehension aspects. After all members of the group understand about one aspect of reading comprehension, one student becomes a volunteer to show to other groups how to find or get the aspects of reading comprehension according to their group. Other groups pay attention during the presentation from other groups after their discussion and ask some questions related to the discussion. (*simulating*)
5. The last activity, some of the students are asked to take value and give comments from the simulation and from the text that had been discussed. (*valuing*)

Post- activities.

These last activities require procedures as clarified below:

1. Firstly, the students are asked about what they have done in learning process and what the problems they face during the learning process are.
(evaluating)
2. Next, in this step the students summarize the materials.
3. At last, the activity is the teacher closes the meeting.

2.10. The Implementation of the EXCLUSIVE Learning Model

Pre Activity.

In relation to the procedures previously mentioned the detail activity can be described as follows:

Teacher : *What do you know about reading a text? Is it difficult for you?*

Students : *It is not difficult for us, Miss. Reading is a process of understanding information from the text. But, we still get confused to get the ideas from the text, Miss.*

Teacher : *Hmm, alright. Now who knows about reading comprehension?*

Students : *Yes, Miss. In my opinion reading comprehension is the process of making sense of text, Miss.*

Teacher : *That is good. There are five aspects of reading comprehension. Can you mention it?*

Students : *We are sorry, Miss. We can not mention it.*

Teacher : *There are main idea, specific information, reference, inference and vocabulary.*

Students : *Why we have to learn about five aspects of reading comprehension, Miss?*

Teacher : *That is a good question. The purpose we learn the five aspects of reading comprehension is to make us easier to understand the text and answer the questions. We can use the time effectively in answering the question because we know the features or characters of each questions.*

While Activity.

While activity provides the following procedures as clarified below:

Teacher : *Who can give the explanation of each aspect and give examples of it? Alright, I will give the explanations about it. Main idea is called the topic and it tells what the paragraph about. How to find it in a text? Read the first and the last sentences after that you can make a conclusions and match with the options. What are the characteristics of the questions?*

Students : *The characteristics are about the questions, such as “What is the main idea of the text? What does the text tell about?”*

Teacher : *That is very good answer. Now, how about the other aspects, can anyone give the explanation about it?*

Students : *Yes i can, Miss. The second aspect is specific information. In my opinion specific information is supporting idea.*

Teacher : *Alright, how to find it in a text?*

Students : *I think we should read all the text, Miss.*

Teacher : *That is good. The examples of the question are “Where Aladdin find the magic lamp? Who is Mustafa? And When Snow White met with the seven drafts?”. Before read the text you have to read the*

question first then read the text quickly. How about the aspect of reference?

Students : *We are sorry, we don't know, Miss.*

Teacher : *Alright. Reference is asking about pronoun. For examples are "What does **they** refer to?, **It** refers to...". For answering those questions you have to read the sentences include the "pronoun" in the question. Identify the pronoun (human or thing). Read one or two sentences before and match with the options.*

Students : *Can I ask you a question, Miss. "How about the aspect of inference?"*

Teacher : *Alright, the examples in questions are "What can we conclude from the text? and What values can you learn from the text?"*

Students : *Yes, I understand about it, Miss. So, I can conclude that making an inference is about making a conclusion.*

Teacher : *That is really good answer. The last aspects are vocabulary, the questions for vocabulary are usually about synonym or antonym and the meaning. Is it clear for you?*

Students : *Yes it is, Miss.*

Teacher : *If you have understood now I will divide you into five groups. Listen to my direction before doing your discussion. Each group has to discuss and master one of reading comprehension aspects. After all members of group understand about one aspect of reading comprehension, one student becomes a volunteer to show to other groups how to find or get the aspects of reading comprehension according to their group. Other groups pay attention during the presentation from the other groups after their discussion and you can ask some questions related to the discussion. Do you understand about the direction?*

Students : *Yes I do, Miss.*

Teacher : *Alright. What values can you learn from our activity today?*

Students : *I am sure that we have to work together with friends and sharing our ideas with other friends, Miss.*

Teacher : *That is good. Is there other opinions?*

Students : *Yes there is, Miss. We have to be confident when we present our ideas to other friends, Miss.*

Teacher : *That sounds good.*

Post Activity.

The last activity can be described in details below:

Teacher : *Before I close the class, I should ask you “What materials we have learnt today?”*

Students : *Actually, we have studied about five aspects of reading comprehension, Miss.*

Teacher : *Do you find any difficulties when studied about the five aspects of reading?*

Students : *Yes I do, at first because we just know some aspects of reading comprehension, Miss. So, we found the difficulties in identifying other aspects in the text.*

Teacher : *That is good. What about the group discussion, did you have any difficulties during the discussion?*

Students : *Yes I did, Miss. We had to listen the idea from the other friends and give our ideas during the discussion.*

2.11. Theoretical Assumption

Based on the frame of theories, it can be assumed that the EXCLUSIVE learning model is an approach that can stimulate the students' ability in reading activity. By applying the EXCLUSIVE learning model in reading activities, the students can be active in learning activity. It can stimulate their motivation and interest in read through discussion in group and active in exchange their ideas with each other. The EXCLUSIVE learning model was developed based on metacognitive theory which means that the students are expected to construct their own knowledge and control their thinking.

The EXCLUSIVE learning model is supposed to create the active atmosphere in reading class. The students are active in sharing their idea or answering without afraid of making mistakes. The use of the EXCLUSIVE learning model can be effective to be used in teaching reading because students will get improvement in reading comprehension aspects.

2.12. Hypothesis

Based on theoretical assumption above, it can be formulated the hypothesis as follows "There is a significant increase of reading comprehension aspects after being taught by using the EXCLUSIVE learning model."

In analyzed throughout Chapter Two, thus theoretically this chapter included: 1) concept of reading 2) concept of reading comprehension 3) concept of reading aspects 4) concept of teaching reading 5) concept of learning model, learning method and learning strategy 6) concept of the EXCLUSIVE learning model 7)

syntax of the EXCLUSIVE learning model 8) the EXCLUSIVE learning model in teaching reading 9) the procedures of teaching reading comprehension through the EXCLUSIVE learning model and 10) the implementation of the EXCLUSIVE learning model.