

II. THEORETICAL FRAMEWORK

2. 1 Reading Comprehension

Before going to the concept of reading comprehension, it is important to define what reading is. Clark and Silberstien in Simanjuntak (1988) define reading as an active process of interacting with print and monitoring comprehension to establish meaning. It means that when reading a reader not only gets information from text but also manages to produce the point of the author from the text.

Along with those statements, Nuttal in Simanjuntak (1988) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skills, and the knowledge of the world. In this process the reader tries to recreate meanings intended by the writer.

Furthermore, Silberstain in Simanjuntak (1988:15) defines reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a

reader interacts with print, his prior knowledge combined with and the visual (written) information results in his comprehending the message. Therefore, reading is actually a conversation of sorts between a writer and a reader.

Mackay in Simanjuntak (1988:15) also defines reading as an active process. The readers form a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. This is a sampling process in which the reader takes advantage of his knowledge of vocabulary, syntax, discourse and 'real world'. Therefore, reading involves an interaction between thought and language.

From all the theories have mentioned above, it can be concluded that reading is an active process of getting meaning or information from printed or written language shared by the writer.

Comprehension means relating to what we do not know or new information, to what we already know (Eskey in Nurmalasari, 2010:11). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Reading the words of a composition in one thing, but comprehending is the vital point for the reader.

In addition to the statement above, comprehension in reading cannot be ignored. As Simanjuntak (1984:4) states that the first point to be made about reading process is reading comprehension; consequently, it can be regarded that comprehension comes first before any other process a reader is going to do.

Furthermore, Dallman (1982) emphasizes that reading with comprehension means constructing meaning from what is being perceived in writing. Referring to the statement, it means that the idea of an author from the text should be well understood by a reader. This involves the reader to activate his or her brain to absorb the idea.

In addition, Heilman, Blair, and Rupley (1981:242) said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension:

1. Literal Comprehension

Literal comprehension is the process of understanding the ideas and information stated in the passage such as: knowing the meaning of the words, recall of details directly stated or paraphrased in own words, understanding of grammatical clues, subject, verb, pronouns, conjunction, so forth. Recall of main idea explicitly stated and knowledge of sequence of information presented in passage (Hielman, Blair and Rupley, 1981:242).

2. Interpretative Comprehension

Interpretative comprehension means understanding of ideas and information not explicitly stated in the passage. For example: to understand the author's tone, purpose and attitude, infer factual information, main ideas, comparisons,

cause-effects relationship and also summarize the story content (Hielman, Blair and Rupley, 1981:242).

3. Critical Comprehension

Critical comprehension is analyzing, evaluating, and personally reacting to information presented in a passage. For example: personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standards (Hielman, Blair and Rupley, 1981:242).

In conclusion, it can be stated that reading comprehension is a process of absorbing the author's idea and combining it with schemata to construct or establish new concept in the reader's mind.

2. 2 Teaching Reading

Reading skills are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of input more easily. Woods (2005:62) states that a listening input is often taped with pauses built in or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching reading.

When trying to gauge how difficult a particular text will be for students, teachers need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require students to attempt such

tasks before, during or after students have studied the text. Woods (2005:63) classifies the activities in reading class into three as follows:

1. Pre-Reading Tasks

This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers relate to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize themselves with the content of a text. The activities can be systematic (such as vocabulary exercise) or schematics (such as thinking of the purpose of a text or predicting the content from its title) Woods (2005:63).

2. While-Reading Tasks

These kinds of task, as Hedge in Woods (2005:63) states, have become more used since the adoption of the idea of reading as an interactive process. These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the ideas in a text; react to the opinion expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post-Reading Tasks

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

The activities above are a part of a structured program of learning probably chosen by teachers when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently thought as being a solo and quiet activity, but group pre- and post-reading activities can motivate the crucial while-reading activities. The tasks of the teachers in class is to go beyond course books and to introduce the students to a challenging element of the target language which can add a new dimension to their learning and which can give them some autonomy Woods (2005:63).

2. 3 Spoof Text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending Ahdoy (2010 : 19).

Spoof text in this research refers to:

1. Social function of spoof text.

Social function of spoof text are consist of:

- a) Its social function is to entertain and share the story.
- b) It retells an event with humorous twist.

2. The generic (schematic) structure of a spoof text is below:

The generic (schematic) structure of spoof text are divided into:

1. Orientation: orientation is mean sets the scene who were involved in the story, when, and where.
2. Event(s): Event or events is tell about what happened in chronological order.
3. Twist: Twist is mean provide the punch line and the funniest part of the story.

3. Language features:

In this line, language features of spoof text are consist of:

- a) Focus on individual participants: It is mean just concentration on individual participants.
- b) . Use of material processes: It is mean make material for teaching process.
- c) Circumstances of time and place: It is mean the condition connected with place and time.
- d) The use of action verbs:
(e. g. walked, laughed, ran away etc).
- e) The use of connectives: It is mean use the related words to each other.
(e. g. first. then, finally etc).
- f) The use of adverbial phrases of time and place.
(e.g. in the garden, two days ago).

g) The use of the simple past tense:

spoof story is happened in past, so write spoof by using simple past tense

(e.g. he walked away from the village).

2. 4 Guiding Principles to The Teaching of Reading

According to Gaudart and David (1993:102-103) guiding principles to the teaching of reading are:

1. *Reading* is a “psycholinguistic guessing game” (Goodman 1967)- the reader use of our background knowledge to interact with the text, making predictions based on samples of the text and confirming or rejecting our predictions as the reader read along.
2. *Reading* is more than a decoding of texts. The reader do not construct meaning from texts by beginning first with letters, and then with words, moving up to phrases, sentences and so on. Good readers do not in fact read word by word; instead, they make use of both information in the text and their background knowledge to construct meaning form the text.
3. Good readers interact actively with the text. They make predictions about the information in the texts. They relate the content of the text to their own experience and they may modify new knowledge acquired to suit the existing knowledge structures (schemata) in their memory.
4. *Reading* entails the emotional involvement of readers- Readers react emotionally to the text they read; they may ebged in an internal

“dialogue” with the text, questioning or evaluating the content of what they read.

5. Readers select what they extract from the text based on their reading purpose. In real life, readers select only relevant information for a meaningful purpose. Readers moreover, do not normally have attain 100% (complete) understanding of the text they read.
6. In reading class, the readers attention should be focused on meaning, not form. We should encourage students to read for meaning, and not to read because they want to learn grammar or vocabulary. Activities focusing on form, if carried out at all, should only be done after the reading activity.
7. Reading should not be taught as a separate skill in isolation- Reading and the teaching of reading should be integrated with the other skills of writing, speaking and listening. Talking and writing about what one has read helps to reinforce reading skills acquired beside making the reading class a more active and interesting one.
8. The reader learn to read, and to read better, by reading (Eskey 1986, Smith 1985). Reading involves the simultaneous interaction of multiple skills (bottom-up decoding, utilising background knowledge, skimming, scanning, recognising rhetorical patterns and infer/ intra-sentential relationship, making inferences, etc.) such skills are best practised simultaneously rather than taught in isolation one at a time. Reading is therefore taught not taught (Peter Roe, Aston University, personal communication). The more we read, the better the readers we become.

9. The provision of comprehensible text is of vital importance to reading improvement. Students should be able to understand the texts they are reading in order to improve their reading ability. As Smith (1985:139) says. "Children learn to read by reading, so teachers must help children to read by making reading easy, not difficult." Text may therefore be challenging but never frustrating students.

2. 5 Read-Tell-and-Choose (RTC) Technique

A technique which will be used in this research is called *read-tell-and-choose* (RTC) Technique because as Gaudart and David (1993:104) said:

1. Read: what learners have to do-they read the text.
2. Tell: tell their partners what they have read.
3. Choose: choose the best to be re-narrated.

It will be noted that the activity adheres to many of the principles mentioned earlier. It adopts an integrated-skills approach which involves learning in reading, writing, speaking and listening activity. The reading purpose provided by the task-to tell the other group member what they have read and to select the best story among them-is meaning-focused.

2. 6 Classroom Action Research

Allwright (1991:42) simply defines Classroom Action Research as a research which involves taking action and systematically observing what follows.

Furthermore, Mettetal in his essay defines Classroom Action Research as systematic inquiry with the goal of informing practice in a particular situation.

Classroom Action Research is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

In addition, Kemmis and Henry in Allwright (1991:44) defines Classroom Action Research as a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their understanding of these practices and the situations in which these practices are carried out.

Kemmis and Mc. Taggart (1982 : 3) also state that action research is deliberate, solution-oriented investigation that is group as personally owned and conducted. It is characterized by spiraling cycle of the problem identification, systematic data collection, reflection analysis, data-driven, action taken, and finally problem definition.

Action research in classroom follows a series of repeated steps. Strickland in Allwright (1991:44) discusses the following sequence: 1. identify an issue, interest, or problem; 2. seek knowledge; 3. plan an action; 4. implement the action; 5. observe the action; 6. reflect on your observations; and 7. revise the plan. The cycle then begins once more, with the revisions incorporated in a new action, which is itself observed, and so on. This process allows the teachers who wish to investigate events in their own classrooms to take constructive steps toward solving immediate problems, systematically reflecting on the outcome. Thus the goals of action research are achieving local understanding and developing solutions to problems.

In addition, action research teacher not only work alone, but can make collaboration. Collaboration means entangling other people in the research. There are many involvements in action research; such as partnership with the other teachers or relationship between teacher and students.

From all the theories mentioned above, it can be concluded that Classroom Action Research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/ her colleague, and allows the teachers to investigate events to take constructive steps toward solving immediate problems and systematically reflecting on the outcome.

2. 7 Procedure of Teaching Reading Comprehension of Spoof Items Text through RTC (Read, Tell and Choose) Technique

It is clear that in RTC technique, the students are the most active candidates. The teacher has the function as a guide or a consultant to help the students' difficulties. The teaching procedures are adapted from Abbott ,Greenwood, McKeating, and Wingard (1981:104-106) and have been modified by the writer. The teaching procedures can be described as follows:

A. Pre-Activity.

1. Greeting.
2. The students are given brainstorming the material based on their background knowledge. It is used to build the students' thought before they learn further about spoof text.

3. The students are informed the material they are going to learn, the goals of learning to achieve and reading technique the students use.

B. While-Activity.

1. The students are asked what they know about spoof text.
2. The students listen the teacher introduces RTC technique to the students, tell those procedures and how to learn the lesson through its procedures.
3. The students are divided into group. Each group consists of 3 or 4 members.
4. The students are given the reading text to the students.
5. The students listen the teacher begins the procedures of RTC technique.
 1. Read; teacher asks the students to read the text for about five minutes.
 2. Tell; teacher asks the students to retell the content of the text for about five minutes.
 3. Choose; teacher asks the students to determine which story is spoof text for about ten minutes.
6. The students' work are check by the teacher.
7. The students' are rehearsed about the process of RTC by delivering a new question (for instance about details of the text).
8. The students answer the questions correctly on their answer sheet.

9. The leader of group comes in front of the class to read the answer of his group.
10. The students' answer are given revision and response by the teacher toward or additional information that the students have not conveyed yet and also leads the discussion into a conclusion.

C. Post-Activity.

1. The students' are asked about the difficulties related to the topic.
2. The students' are supposed to make inferences about what they have just already learnt.
3. Closing the meeting.

2. 8 Advantages and Disadvantages of Read, Tell, and Choose (RTC) Technique

As stated before, Read, tell, and Choose technique helps the teacher to relate the material to students' reading ability. However, it also has some advantages and disadvantages. They will be as follows:

A. The advantages of RTC are:

1. Read, Tell and Choose technique give a deep understanding or comprehension to the students because it is simple technique.
2. Read, Tell, and Choose technique give learners more control over their learning procedures.

3. Read, Tell, and Choose technique will become more useful if the text gives current or recent information.
4. Read, Tell, and Choose technique will be more interesting if the text includes or contains the information about the learners' experiences.
5. Read, Tell, and Choose technique the difficulties of the exercise can be easily adjusted according to the amount of information which is provided in the exercise.

B. The Disadvantages of RTC are:

1. The class will be noisy. This happens because Read, Tell, and Choose technique invites the students to have discussion among them; therefore the class will be noisy.
2. It will take longer time. In reading activity, the students have to fill information which is presented in different form. So that the students have to analyze the material first and they also have to understand the exercise. This will take longer time.
3. The material selection. The material should be selected carefully, because sometimes the same material cannot be applied, the students will be bored with the same material.