

II. FRAME OF THEORIES

This chapter contains some crucial elements of reading skill related to the topics under discussion. In this part, the researcher gives explanations on the variable used in this research, the procedures in this research, theoretical assumption and the hypothesis.

2.1 Concept of Reading Comprehension

Before going to the concept of reading comprehension, it is better for us to understand about the definition of reading. Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking, or writing. It might be said that through speaking with others and listening to the radio or television, someone will get knowledge or information; however, the amount of the information will not be as perfect as when she or he does reading. In reading, the reader will find the reason, example, explanation, comments, notes and summary of the news. While, in other skills they may just get the main information.

Grabe (1986: 27) defines that reading is the ability to make sense of written symbols to guide the recovery of any information from the reader's memory, and subsequently, use this information to construct a possible or correct interpretation of written message. In relation to this, Nuttal in Simanjuntak (1987: 14) states that

reading is the meaningful interpretation of printed or written verbal symbol. It means that reading is a process of receiving meaning from written materials. In this process the reader tries to recreate the meaning intended by the writer.

Reading is not only calling out the names of the word but also knowing the meaning of the words, messages of the text and translating the printed words into spoken words.

Meanwhile, comprehension can be said as a crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding, which is comprehension. As Simanjuntak (1998:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending the text is an interactive process between the readers' background knowledge and the text itself. Similarly, Dallman (1982:23) states that reading is more than knowing what each alphabet stands for; reading involves more than recognition; that comprehension is an essential for reading, without comprehension no reading takes place.

It is also supported by Ellyana (1999: 8) who defines comprehension as the process by which the person understands the meaning of the written or spoken language. Then, Williams (1981) in Ellyana (1999:8) says that comprehension is mind's act or power of understanding what has been written. Moreover, Smith (1982: 15) defines comprehension in reading as a matter of "making sense" of text, of relating to what someone does not know or new information to what he or she already knows through printed messages being read. It may be regarded as

relating aspect of the world around human being including what is being read to the knowledge, intensions and expectations are already have in readers' head. From the definitions above, it can be said that reading comprehension is the readers' ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with full understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

2.2 Concept of Five Reading Aspects

In reading there are five aspects which help the students to comprehend the English text well, there are:

1. Main Idea

In line with Mc. Whother (1986:36) the sentence with that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph.

2. Specific Information

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

3. References

According to Latulippe (1986:20) defines that reference are words or phrase used either before or after the reference in the reading material.

They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Interference

In relation to make inferences, Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. Vocabulary

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

This research focused on students' understanding of reference word to increase their reading comprehension ability that was why the researcher only took one aspect in reading skill, i.e. reference word.

2.3 Notions of Cohesive Devices

Haliday and Hasan (1976:6) state that the concept of cohesion is semantic one; it refers to relation of meaning that exist within the text and that define it as a text.

Yufrizal (1991: 3) supports the view that cohesion is internal to the text. It refers

to the relationship between passages which occurs when the understanding of one linguistic element is possibly only by reference to another on the discourse. The components that relate the relationship between those related elements of the text are called cohesive devices.

Halliday and Ruqaiya (1988: 4) define a cohesive device in a text is a word or phrase that is used to link sentence or paragraph to make the paragraph or the text coherent. There are two main types of cohesion: grammatical, referring to the structural content, and lexical, referring to the language content of the piece. A cohesive text is created in many different ways. In *Cohesion in English*, Halliday and Ruqaiya (198: 4) identify five general categories of cohesive devices that create coherence in texts: ellipsis, substitution, lexical cohesion, conjunction and reference. This below is the explanation for each general category:

➤ *Ellipsis*

Ellipsis is the leaving out of words or phrases from sentence where they are unnecessary because they have already been referred to or mentioned. For example, when subject of the verb in two coordinate clauses is the same, it may be omitted to avoid repetition. For example “the man goes to the door and (he) opens it”. It is called by subject ellipsis.

➤ *Substitution*

Substitution is a formal relative in which a form of words specified through the use of a grammatical signal indicating it is to be recovered from what has gone before in the text. A word is not omitted, as in ellipsis, but is substituted for another, more general word. For example, "Which ice-cream would you like?" –

"I would like the pink one" where "one" is used instead of repeating "ice-cream."

This works in a similar way to pronouns, which replace the noun.

➤ Lexical cohesion

Lexical cohesion is basically created by repeating (reiterating) the same lexeme, or general nouns (super-ordinates, for example – public transport), or other lexemes sharing the majority of semantic features (also called hyponyms): *The bus ... – the subway... – the tram.*

➤ Conjunction

Conjunction sets up a relationship between two clauses. Examples include *then*, *however*, *in fact*, and *consequently*. Conjunctions can also be implicit and can be deduced by the interpretation of the text. The aim of conjunction is to create a logically articulated discourse. The most cohesive conjunctions are *therefore* and *so*, while the least cohesive one is *and*.

➤ Reference

There are three referential devices that can create cohesion:

- Anaphoric reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition and sometimes in the front of sentence.

For example: "The taxi driver drives the taxi very slowly." replacing "the taxi driver" with the pronoun "he".

- Cataphoric reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse. Something is introduced in the

abstract before it is identified. For example: "Here he comes, our award-winning host... it's John Doe!"

- Exophoric reference is used to describe generics or abstracts without ever identifying them (in contrast to anaphora and cataphora, which do identify the entity and thus are forms of endophora): e.g. rather than introduce a concept, the writer refers to it by a generic word such as "everything". The prefix "exo" means "outside", and the persons or events referred to in this manner will never be identified by the writer.

In this study the researcher only focus on one of five general categories of cohesive devices, i.e. reference word. In order to know more about reference word in reading material let's see the following section.

2.4 Term of Reference in Reading Material

In English sometimes the writers get bored to repeat the same word or phrase when they have to express the same idea. That's why they use reference word in order to avoid repetition or explicit identification or for other reasons.

Reference uses simple word and sometimes it is in the pronoun. This word can help us to comprehend how the part of sentence or paragraph can be integrated. Reference word which refers to former is called by anaphora, while which refers to later is called by cataphora. If we can't comprehend both of it then we can't comprehend the English text.

Definition of reference is a kind of word which refers to noun or pronoun which sometimes before or after the subject. Sumarno (1991) classify words if reference into four classifications, as cited below:

A. Personal Pronoun

Biber (2002) quoted that Personal Pronoun has different forms according to:

- Number: singular, plural (e.g. I v. We)
- Person: first person, second person, third person (e.g. I v. You. She)
- Case : nominative, accusative, possessive
- Gender: masculine, feminine, neuter (e.g. he v. She v. It)

Table 1. Personal Pronoun and Corresponding possessive and reflexive forms based on Biber (2002)

Person	Personal Pronoun		Possessive		Reflexive Pronoun
	Nominative	Accusative	Determiner	Pronoun	
1 st Singular Plural	I We	Me Us	My Our	Mine Ours	My self Ourselves
2 nd Singular Plural	You You	You You	Your Your	Yours Yours	Yourself Yourselves
3 rd Singular Plural	He She it they	Him Her It Them	His Her Its Their	His Hers - Theirs	Himself Herself Itself Themselves

- Personal pronoun nominative : is a pronoun that can be used as a subject of a sentence.
- Personal pronoun accusative : is a pronoun that can be used as a object of a sentence
- Possessive determiner : a possessive determiner (possessive

adjective) pronoun is used only with a noun following it.

- Possessive pronoun : is used alone, without a noun following it.
The possessive pronoun is like possessive determiners, except that they constitute a whole noun phrase. Possessive pronoun is typically used when the head noun can be found in the preceding context.
- Reflexive pronoun : usually appears directly after verb, it indicates that the subject also functions as the object of the verb. Reflexive pronoun end with –self in the singular and –selves in the plural. Each personal pronoun has a corresponding reflexive pronoun, and in a fact *you* has two reflexive forms *yourself* (singular) and *Yourselves* (plural).

Each personal pronoun word has its own functions in a sentence based on the forms or categories whether that are include in singular, plural, nominative, accusative, possessive and also based on the gender, e.g. see table 1.

Case Forms of Personal Pronoun

Biber in 2002 divides the form of the personal pronoun varies according to case. Nominative personal pronouns like *I, she, he*, are used to the subject of a clause, whereas accusative personal pronouns like *me, him, and them* are used for other

positions in the clause, such as object. The possessive determiners (e.g. *my, her*) and possessive pronouns (e.g. *mine, hers*) are in effect the genitive case forms of personal pronouns.

Person Forms in pronouns

In spite of their name, personal pronouns may have both personal and non-personal reference. *I, you, she, he, she, we,* and *we* generally refer to people, while *it* has non-personal reference (Douglas Biber, 2002). The plural pronouns *they, them, theirs,* can have both personal and non-personal reference, because *they* is the plural of *he, she,* and *it*:

1. You hear about guys beating up women and stuff and yet and yet they love them so much (personal reference).
2. Those are great pictures, aren't they? Did you see them? (non-personal reference).

Personal in pronouns actually relates people, things, etc. To the speech situation.

The three persons (first, second, third) are generally used as follows:

- First- persons pronouns refer to the speaker/ writer
- Second- person pronouns refer to the addressee(s)
- Third- person pronouns refer to other people or entities, which are neither the speaker/ writer nor the addressee.

B. Relative Pronoun

A relative pronoun is a pronoun that marks a relative clause within a larger sentence. A relative pronoun has nothing to do with a pronoun that marks a relative clause within a larger sentence. It is called a relative pronoun because it

relates to the word that it modifies and is not specific. In English, relative pronouns are *who*, *whom*, *which*, *whose*, and *that*, e.g. see table 2.

A relative pronoun links two clauses into a single complex clause. It is similar in function to a subordinating conjunction. Unlike a conjunction, however, a relative pronoun stands in place of a noun. Compare:

(1) *This is a house. Jack built this house.*

(2) *This is the house that Jack built.*

Sentence (2) consists of two clauses, a main clause (*This is the house*) and a relative clause (*that Jack built*). The word *that* is a relative pronoun. Within the relative clause, the relative pronoun stands for the noun phrase it references in the main clause (its antecedent), which is one of the arguments of the verb in the relative clause. In the example, the argument is *the house*, the direct object of *built*. Note the word "that" appears twice in the prior sentence, but the first is a demonstrative

Table 2. Relative Pronoun

Who	The Adjective clause modifies the noun (people)
Whom	The adjective clause modifies the noun (people) but as a object
Which	The adjectives clause modifies the noun (things)
That	The adjective clause modifies the noun (person and things)
Whose	The adjective clause modifies belongings

for example : Salim who is a member of Teater Koma is talented actor. The actor that is interviewed lives in Bogor. Teater koma performed Opera Kecoa, which is banned 18 years ago.

The word “who” refers to : Salim

The word “that” refers to : The Actor

The word “which” refers to : Teater Koma

C. Demonstrative Pronoun

The four words this, that, these and those act as demonstrative determiners. They also act as demonstrative pronouns, which match the determiners in their meaning and function:

That was by far my favourite ride. It was just incredible (conv)

A: What are *these*, mom?

B: *those* are called hot plate

Like demonstrative determiners, demonstrative pronouns contrast in terms of singular (this, that) and plural (these, those), and in terms of ‘near’ reference (this, these) and ‘distant’ reference (that, those).

Demonstrative pronouns can often be considered as alternative to the pronoun *it*. These pronouns all refer to something in the context- either in the neighbouring part of the text or the external situation. But unlike the pronoun *it*, demonstrative pronouns are usually pronounced with stress and so carry greater communicative weight.

A: What a neat picture!

B: yeah, I should put *that* in a frame or something- keep *it*.

The demonstrative pronouns are much less frequent than the personal pronouns.

That is the most common of the demonstrative pronouns. *That* is especially common in conversation, where it often has a vague reference:

That's what I thought (conv)

This, on the other hand, is most frequent in academic writing. Both *this* and *these* are used commonly for textual linkage.

Subject	Singular	Plural
Person/ Things	This	These
Person/ Things	That	Those

D. Nouns

Noun is the part of speech (or word class) that is used to name or identify a person, place, thing, quality, or action. Adjective: *nominal*. Most nouns have both a singular and plural form, can be preceded by an article and/or one or more adjectives, and can serve as the head of a noun phrase. In English, nouns may be defined as those words which can occur with articles and attributive adjectives and can function as the head of a noun phrase.

e.g. : The methods, the system, the facts

For example : Facsimile, a method of sending pictures over a telegraph wires, was developed.

The word "a method" refers to Facsimile.

It can be conclude that any words or phrases functioning to refer to or substitute for other words or phrases are classified as reference words.

2.5 Procedure of Teaching Reading through Reference Word

In this research, the researcher used the following procedure:

1. Pre Activity

- The researcher opened the class.
- The teacher greeting the students.
- The researcher gave some question related to the text, in order to see the student's background knowledge of what the researcher was going to teach.

2. While Activity

- The researcher gave a text to the student.
- The researcher asked the student to read the text.
- The researcher asked some question related to the text.

e.g. : Who is he?

He refers to?

- The researcher asked the student to discuss about the answers.
- The researcher explained about reference word, the classification and the use of them.
- The researcher guided the student to identify the classification of reference word in the text.

3. Post Activity

- The researcher monitored the class.
- After the student understood and the reference words used, the teacher closed the meeting.

2.6 Theoretical Assumption

From on all the literatures reviewed above, we have to know that besides being a good reader, the students are also asked to be good at comprehending. Reading is not only intended to know the letters stand for but also involved power of full understanding. Whereas most of students at senior high school level still have problems in comprehending the English text. One of the problems is caused by the student's inability to recognize what the writer intends to say in the text, in other words the students are incapable to understand the writer's messages through the use of reference word.

Here the researcher comes to the assumption that reference word can be used to overcome the difficulty that may come across by the student in comprehending the reading text. Reference word can help students to comprehend how the part of sentence or paragraph can be integrated. Reference word which refers to former is called by anaphora, while which refers to later is called by cataphora. If we can't comprehend both of it then we can't comprehend the English text.

2.7 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

- a) There is a difference of students' reading comprehension ability before and after being taught through reference word.
- b) There is a significant increase of students' reading comprehension ability after being taught through reference word.