# CHAPTER II
## FIRING LINE STRATEGY TO TEACH READING COMPREHENSION

### A. Nature of Reading Comprehension
#### 1. The Definition of Reading Comprehension

Reading is to process text meaning through some process of interaction with print (Alderson, 2000: 1). In line with that, reading is also defined as a process of understanding written texts. 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 symbols correspond to one's spoken language. It is also stated that word recognition is a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010: 65).

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text (Pang, Muaka, Bernhardt, at al, 2011: 6). Comprehension is also a constructive process in which student creates meaning based on their background knowledge (Gunning, 2010: 1).

Reading becomes an involving between a text and a reader's background knowledge. (Lems, Miller, and Soro, 2010: 170). Meanwhile, Nunan (2003: 68) sates that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. The act of reading combines a text, reader, fluency, and strategies.

Based on some of the above understandings it can be concluded that reading is an activity of sounding a series of symbols in the form of letters that are connected into words that have a separate meaning.

2. **Specific Skills Involved in Reading**

The following are specific skills involved in reading according to Heaton (2011: 105).

a. Recognise words and word groups, associating sounds with their corresponding graphic symbols;
b. Deduce the meaning of words by
c. Understanding word formation (roots, affixation, derivation, and compounding);
d. Contextual clues (e.g. *One of the members of the group exposed the plot, and the police were soon able to arrest the leaders*.);
e. Understand explicitly stated information (e.g. *I wish Ann had come. = Ann did not come – hence my wish*.);
f. Understand relations within the sentence, especially elements of sentence structure, negation, fronting and theme, complex embedding
g. Understand relations between parts of a text through both lecical devices (e.g repetition, synonyms, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. *he, they, it, the former, the latter*) and connectives (e.g *since, after, because, although, however, in addition*);
h. Perceive temporal and spatial relationships, and also sequences of ideas;
i. Understand conceptial meaning, especially
   1) Quantity and amount
   2) Definiteness and indefiniteness
   3) Comparison and degree
   4) Means and instrument
   5) Cause, result, purpose, reason, condition, addition, contrast, concession;
j. Anticipate and predict what will come next in the text;
k. Identify the main idea and other salient features in a text;
l. Generalise and draw conclusions;
m. Understand information not explicitly stated by making inferences (i.e. reading between the lines) and understanding figurative language;
n. Skim and scan (looking for the general meaning and reading for spedific information);
o. Read critically;
p. Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.

Thus, the skill in reading understanding is able to know the word, infer the meaning of the word well and correctly, able to understand the

information conveyed in relation between sentences explicitly, understand the meaning contained so as to be able to make conclusions.

3. **Metacognition Role and Schema Theory in Reading Comprehension Process**

In a reading process there is a metacognition that plays an important role. According to Lems, Miller, and Soro (2010: 170) reading is accomplished through use of strategies, both cognitive and metacognitive. When a metacognition is applied to reading tasks, it involves several elements: 1) the ability to recognize errors or contradictions in text, 2) the understanding of different strategies to be used with different kinds of text, and 3) the ability to distinguish important ideas from unimportant ones. Metacognition is conscious awareness of human thinking and learning process. It is part of human heritage. Everyone possesses it, even people without formal schooling. However, it has a demonstrable influence on reading and academic success.

Grabe and Stoller (2002) in Lems, Miller, and Soro (2010: 181) divided metacognition into three categories. They are planning, monitoring, and evaluating one's own comprehension (before, during, and after performing a task). In the beginning, the metacognitive skills may be very conscious, but as they become more facile, they tend to become less conscious and more automatic.

Lems, Miller, and Soro (2010: 181) states that writers use metacognitive strategies when they make careful word choices or use rereading or editing strategies. It happens because when a reader reads, metacognitive strategies help her/him prepare for a reading task, monitor the task, and then evaluate it when it has been completed. (Therefore, the researcher conclude that cloze test and cloze elide test are appropriate to test students reading comprehension).

Besides metacognition, schema theory is now widely accepted as playing a key role in reading comprehension, it is based on the

assumption that the reader's prior knowledge directly impacts new learning situations. Reading theorists view schema theory as a "framework" that organizes knowledge in memory by putting information into the correct "slots," each of which contains related parts. When new information enters memory, it not only must be compatible with one of the slots, but also it must actually be entered into the proper slot before comprehension can occur (Nist & Mealey (1991) in Arieta (2005: 3).

If this notion is accepted, reading shifts from a text-based activity to an interactive process in which the reader constructs meaning by interacting with the text. According to reading specialist John McNeil (1992) in Arieta (2005: 3), schemata is the reader's "concepts, beliefs, expectations, processes — virtually everything from past experiences that is used in making sense of reading. In reading, a schema is used to make a sense of text; the printed word evokes the reader's experiences, as well as past and potential relationships".

Reading teachers, therefore, need to emphasize on three types of schemata: 1) knowledge of the concepts and processes that pertain to certain subject matter, i.e., science, math, humanities; 2) general world knowledge i.e. social relationships, causes and effects; 3) knowledge of rhetorical structures i.e. patterns, rules, structures for organizing text and cues to the reader.

In line with that, Moreillon (2007: 158) says that schema theory suggests that knowledge is stored in abstract structures called schemas. People organize and retain information in their memories based on a hierarchy of characteristics. For instance, in a schema for a dog named Tessa, there are an overarching concept of animal, then pet, then dog, then poodle, then finally the specific traits of this particular dog. When applied to reading comprehension, schema theory postulates that readers have preconceived concepts that influence their understanding of texts. This background knowledge is applied when texts are being read.

Schemas change when new information supplants old or is integrated into prior understandings.

**4. Apsects of Reading Comprehension**

Nuttal (1985:3) explains that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text. They are main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

a. Main Idea

Main idea of a text is an important part in reading comprehension. The reader should find out what the author's want to the reader to know about. It is neccessary to know the main idea because main idea develops the rest of the paragraph. In oder to get the main idea of the text, the reader should know what the story is mainly telling about.

b. Specific Information

Specific information means that the supporting sentences that supports the main idea. It develops the topic sentence by giving definition, examples, facts, comparison, anallogy, cause anda effect, statistics, and quotation. The reader should read the whole text to know about detailde information because actually the answer of the specific information has been written in the text.

c. Reference

References are used to give a signal to the reader to find the meaning elsewhere in the text. The reader can find the meaning of the unknown word or phrases by themselves. The unknown word might represent the other word that is written in the sentence before thet word.

d. Inference

Inferences refer to the unknown words or phrases that can be identified by predecting or guessing. The reader may quess or predict something unknown based on avilable facts and information in the text. The reader may be able to make an interpretation of a passage in order to give the the rough idea. The reader should use their ability in indentifing the inference by using their knowledge that they have got. Therefore, it will be easier for them to answer the inferences' questions.

e.  Vocabulary

Vocabulary is a fundamental for everone who wants to produce something both orally and written. In reading, the reader can easily understand the story about if the reader is rich in vocabulary.

Iftha (2013:7) there are six types of reading comprehension questions. These types focus on these aspects.

a.  The main idea or primary purpose of the passage

b.  Information explicitly stated in the passage, information or ideas implied or suggested by the author

c.  Possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage

d.  The author's logic, reasoning, or persuasive technique

e.  The tone of the passage or the author's attitude as it is revealed in the language used.

Based on the descriptions above, it can be stated that aspect of reading is background knowledge that is knowledge that the reader has known  before reading the text that should be master by reader to comprehend the text and it can support the reader in order to comprehend teh text. So, to have good reading comprehension the reader should understand well the aspects of reading. In this research, there are five aspects of reading that should be master by the students. They are main idea, specific information, vocabulary, reference and inference.

**5. The Importance of Comprehension**

New studies in reading are showing that one out of five students has significant difficulty in reading acquisition (Hausheer, Hansen, & Doumas, 2011). Beers (2003) states "Comprehension is both a product and a process, something that requires purposeful, strategic effort on the reader's part-anticipating the direction of the text (predicting), seeing the action of the text (visualizing), contemplating and then correcting whatever confusions we encounter (clarifying), connecting what's in the text to what's in our mind to make an educated guess about what's going on (inference) (Thea Leddy, 2011:8).

As a result, teachers are finding that they must spend more time in explicit instruction to help students improve. Ness (2011: p. 98) shares research that has shown comprehension strategies become automatic after eight weeks of continual instruction. Un fortunately, many teachers struggle with teaching comprehension because they are unsure of the best practices and the difficulty in finding programs that are research-based (Dole & Liang, 2006). In a study observing 3,000 minutes of classroom instruction in two elementary schools, researchers found only 25% of the language arts instruction was direct instruction of comprehension strategies. Although the scope was a limitation, the study suggests teachers need to be instructed on strategies that can be used in the classroom to help their students to improve reading comprehension. Reading comprehension strategies can be taught to students of all level s and in all subjects and allow students to be given tools to help them to overcome reading obstac les that they may come across.

**6. Strategies in the Teaching of Reading Comprehension**

The use of comprehension strategies in the teaching of reading is very important. It will influence the students reading comprehension. The are seven stategies proposed by Zimmermann and Hutchins cited in Moreillon (2007:11). Some of them are as follows:

a. Activating or building background knowledge

Activating background knowledge is very important. The reader's background knowledge plays an important role in the reader's abilities to comprehend the text. In the process of comprehending, the reader relates the new information presented by the author to old information stored in the reader's mind (Cooper, 2000: 12). When the reader can connect what he or she is reading with something already known or understood, background knowledge is being utilized to make sense of the new information. The teacher has to help the students to explore what they have known about the text.

b. Using sensory image

Sensory image is the strategy in which the students use their sense to achieve comprehension. By using this strategy, the students work on the experience that they have and visualize it in their memories. This visualization is called as imagination. Through imagination, the students can be encouraged to use their senses and make mental pictures of what they are reading.

c. Questioning

This strategy allows the students to have practice to make questions and answer by them. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

d. Making predictions and inferences

The teacher should emphasize that prediction is a major factor in reading. Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. Before the students reading, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the

students comprehend the text easily. In inferencing, the reader has to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

e.  Using fix-up option

Fix up option is a strategy that allows the students to keep their understanding on reading a text. This strategy can be said as a bridge for the students in reading a text. It can be done by the students when they are no longer making connections of what they are reading. This strategy can be used by the students to recover meaning and figure out unknown words.

Thus, startegi in improving the ability to read comprehension is always active in acquiring knowledge, reading pictures, making questions, making predictions and providing improvements.

**7. Assessment of Reading Comprehension**

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than this. (Klingner et al, 2007: 13).

Klingner also confirms reading comprehension assessment has different purposes. One of these is to compare students" comprehension levels to those of students in a norming sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling.

Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we

embrace the view that appraising students" knowledge and skills is as elemental in the educational process as delivering purposeful instruction. (Brown, 2004:7)

On the other hand Pang et al (2003: 18) states there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

Assessment is very important to know the ability of students, and also measure their potential in study. To support this statement Cohen et al. (2007:418) describe the purposes of a test are several, for example to diagnose a student"s strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program.

In this study, the researcher uses multiple-choice test to assess the student"s ability. The researcher thinks that multiple-choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple-choice questions than any other type of question. Furthermore, multiple-choice scoring is fast and can be done by someone not familiar with the subject area.

**B. Firing Line Strategy**

    **1. Definition Firing Line Strategy**

Before discussing the firing line first strategy we discussed matters relating to learning strategies. According to Sanjaya (2006: 26) there are two things that should be observed on learning strategies, namely:

a.  The learning strategy is an action plan including the methods and utilization of various resources in learning. This means that the preparation of a new strategy to the process of preparing the work plan has not come to act.
b.  Strategies designed to achieve certain goals.This means that the preparation of the study, the use of various facilities and learning resources. Everything is geared towards the achievement of objectives. Therefore, before determining the strategy needs to be formulated clear objectives that can be measured success.

Also according to Zein, et al (1999: 29) says that the strategy of the firing line can increase student interest. Also according to this strategy is widely used by educators to arouse the interest and curiosity of students to the material to be learned by asking students to create thoughts or ideas about suatau topics or questions educators.

Firing line strategy  is a strategy that is designed to display the pair rotating in the formation of two rows facing where students can test each other by asking questions to the students there before him. Students who get the question answered questions with a time limit specified (Silberman, 2012:222).

Additionally Firing line method defined in Setyono (2005:33) Firing Line is a fast movement format that can be used for various purposes such as testing and role playing. This method includes continuously rotating pair. Learners have the opportunity to respond quickly to the questions posed or another type of challenge. Firing line method is suitable for students can appreciate other people and students play an active role in the learning process.

This method is a method that refers to the group learning. By learning group of students will interact actively with other friends that

opinions and their knowledge will also increase. In addition a group learning method for students for several groups to perform activities.

2. **The Procedure of Firing Line Strategy**

   Suggests steps strategy firing line as follows:

   a. Set your goals for using the "firing line". Here's an example if your goal is the development of capabilities:

      1) Students can test or train each other.

      2) Students can act out (dramatized) situation given to them.

      3) Students can teach each other.

      4) Prepare a seat in the formation of two baarisan face, krusi provide enough for all students.

      5) Separate the chairs into a number of teams of three to five students on each side or in rows. This formation could look like the following picture:
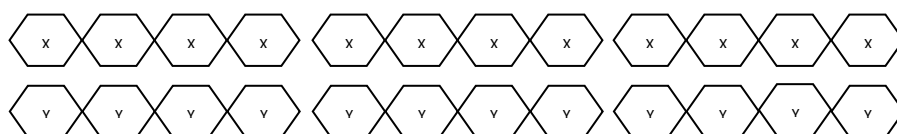


   b. Distribute to each student X card contains a task or job that will be requested to be answered by the student Y who sat opposite him (Silbermen (2013: 223).

   Based on the above opinion, it can be argued measures firing line strategies, as follows:

   a. Determine the objectives to be teachers prefer to use "circle line" here are some examples of when the goal is the development of skills of teachers.

      1) Learners are able to test or train each other.

      2) Learners can play the role assigned to him the situation.

      3) Learners can teach each other.

   b. Arrange the chairs in two rows facing. Keep it enough chairs for all the participants in the class.

   c. Separate the seats into groups of three to five in each row.

d. Divide each student X card contains a task where he will instruct the students in the Y hadapanya to respond. Use one of the following ways:

1) Post interview (example: ask the participants in front of you this question: "What do you think about this passage?")

2) The question test (example: ask the participants in front of you, "What are the advantages of learning to read?")

3) The task of teaching (example: ask a friend in front to teach about reading).

e. Give a different card each member of the group X of something. For example, a teacher trains students to read fluently. Teachers give to members of X each group one of the following cards:

1) Ask friends before you to give their views.

2) Ask your friend to tell her before the excess material being taught.

3) Ask your friends before you to explain the material being taught.

4) Have a friend in front of you to read the reasons.

f. Start the first task. After a short period of time, announced that the time for all participants Y to move one seat to the left or to right in groups. Do not move the seat all the command X. X Y convey his duties to friends before him. Continue with as many different tasks you have

Thus, firing line strategy measures that can be applied in English learning to improve reading comprehension, as follows:

a. Learners can test or train each other.

b. The teacher arranged the chairs in two rows facing each other.

c. The teacher separated the chairs into groups of three to five on each row.

d. The teacher distributes the card to each student X a card containing an assignment in which he will instruct the learner Y in front of him to respond.

e. The teacher gives each member a different card of X from something group.

In the firing line strategy requires preparation and planning before implementation of guidelines and clear guidance for teachers in the implementation of the learning process.

**3.  Advantages and Disadvantages of Firing Line Strategy**

Oktiani (2013: 11) says, a learning strategy certainly has advantages and disadvantages. The excess strategies firing line are as follows:

a. In the student study involving more than one senses. The learning process at least involve the senses of sight and hearing. Requires vowels or speaking. Because in this case the students are actively and balanced.

b. The integration between the process to think, physical exercise and if the flavor. Students are directed to be able to ask and answer to carry out students need to think and trying to set it up. Physical exercise is done by moving it from the other groups to give and get information. Students have more spirit, feel free but surely learning and purposeful. In addition there is a sense though. Students will gain significance in his heart, feeling comfortable or not when you are in a different group. The integration will be learning more meaningful.

c. The integration will be learning more meaningful. In a study conducted in groups must require cooperation. This is done with the purpose of the group would be the best. So the learning more meaningful impression gained in the process of cooperation within the group.

d. Stimulate students to always compete well in the study. Undeniably a class there had to be a competition or rivalry. With a comfortable learning, active fun, effective and learners will certainly feel have got something useful for him so that his needs will learn to feel fulfilled. Thus they are stimulated to get the heart's satisfaction.

In addition to the firing line has its advantages it also has disadvantages, including:

a. It takes more time.

b. For students who are shy, less vocal and less active (physical) of this type is less suitable. As the above provisions must be met.

c. There was a slight vacuum for students who provide questions that require variations in implementation.

## C. Previous Related Studies

There are several studies related to firing line strategy, namely:

1. Fitri, 2014. The Application of the Firing Line Strategy on Learning Mathematics Students XI IPS SMAN 1 Batipuh. Conclusion: This research shows that the learning outcomes of students who learn by using Firing Line strategy is better than the conventional learning.

2. Yulianti 2014. The Application of Learning Strategy the Firing Line to Improve Student's Achievement on the topic of Atomic Structure and System of Periodic Unsure in Class XI IPA SMAN 1 Kubu Rohil. Conclusion: Based on test data analysis obtained tcount>ttable is 2,29>1,67, meaning that the use of learning strategy the firing line can increase student achievement on the subject of structure of atoms and periodic system of elements in class XI IPA Senior High School 1 Kubu Rohil by category increase achievement (N-Gain) high at 0.72.

3. Maharani, 2015. Effect of Strategy Active Learning type Firing Line on the Ability of Mathematics Students Class VII SMPN 3 Singaraja. Conclusion: The students' problem solving data are gathered through problem solving tests which are formed in 5 essay tests. The students' problem solving data are analyzed by using t-test. The result of hypothesis testing gets taritmatic = 5,2082 dan ttable = 1,9983. The result of hypothesis testing shows the students 'level of mathematics problem solving ability which is treated by Active Learning type Firing Line is higher than treated with conventional learning strategy. Thus, it can be concluded that Active Learning type Firing Line can influence students' problem.