

CHAPTER II

READING COMPREHENSION BY USING TELLS STRATEGY AND DESCRIPTIVE TEXT

A. The Nature of Reading

Reading is a process of information in the form of writing that understood by reading and image to attract the attention of the reader's interest. Pang *et al* (2003 :6) states that the reading is about understanding written text. It is a complex activity that involves both perceptions 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. Comprehension is the process of making sense of words, sentences and connected text. It can be concluded that reading is the interaction between the writer's mind and reader's mind who want to try to get the message or the meaning from the writer.

Furthermore, Nuttal (1996:2) state that reading is a process that has reason to do and also has purpose to get the meaning of the text. Reading also includes transferring idea from the writer to the reader. The readers need reason to read, without reason the reader's will not read the direction sign. From the reason above, the readers will get the purpose of reading. Reading also includes transfer knowledge process from the writer to the readers. Moreover, Fariis *et al* (2004: 249) states that reading involves processing ideas generated by others that are transmitted through language and it involves highly complex cognitive processing operation. It means reading is an activate that involve the process of thinking skills the reader contact and communication with the ideas to obtaining meaning or getting the message from the written text.

Meanwhile, Patel and Jain (2008 : 249) states that reading is an important activity in life with which one can update reader's knowledge. Reading is the most important activity in any language

class. It meanig is not only a source of information but also as a means of consolidating and extending reader's knowledge of the language. Reading is very necessary to widen the mind. Increase reader's knowledge and also with reading, people can know and understanding about the foreign culture.

From some statement above, it can be concluded that reading is a process of information in the form of writing that has reason to do and also ha purpose to get the meaning from the text. Reading not ony a source of infromation but also as a means of consolidating and extending students knowledge of the language.

1. The purposes of reading

The students perform reading with their own purpose. One of the purpose is to get the information of it. The information is usually get in wirrtten form. In this case, the intepreter the meaning of each sentence in text. Grabe and Stoller (2002 :7-9), the purpose of reading are :

a. Reading for searching the information

Reading for searching the information is a common reading ability. The reader only read surface to look for the simple information without have to think the meterial deeply. In reading to search, the reader typically scans the text for a specific piece of information or specific word.

b. Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text. It requires abilities to :

- 1) Remember main ideas as well as number of detail that elaborate the main and supporting ideas in the text.
- 2) Recognize and build rhetorical frames that organize the information in the text.
- 3) Link the text to the readers knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension to connect text information with the background knowledge.

c. Reading to integrate information, write and critique text

Reading to integrate the information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information from the resources. These skills require critical evaluation of the information being read so that the reader can decide what information to integrate it for the reader's goal.

d. Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic process under very limited time. Because of its demands for processing to master than reading to learn. In this research, the purpose of the students to read the text is learning from the text. By reading the text, students recognize and build rhetorical frames that organize the information the text, such as the genre of the text.

2. Types of reading

Patel and Jain (2008: 114) note that “reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experience”. Patel and Jain (2008: 117) divided four types of reading as follows:

a. Intensive Reading

Intensive reading is the text reading to get information or analysis. Intensive reading will provide a basis for explaining difficulties or structure and for extending knowledge of vocabulary and idiom. In reading intensive, the readers not

only read the text but also the readers will be discussed in detail in the target language.

b. Extensive Reading

Material for extensive reading will be selected at the lower level of difficulty than intensive. It happens because extensive reading has purpose to train the students reading directly and fluency.

c. Aloud Reading

Reading aloud is reading activity that must be given to primary level because in this reading base of the words pronunciation.

d. Silent Reading

Silent reading is important skill in teaching English. This reading activity should increase the students ability. The purpose of silent reading is get a lot information.

3. Reading Comprehension

Reading is an active process consisting of recognition and comprehension skill, by having reading comprehension skill, someone can be claimed that she/he has done the process of reading and get information stated in the text. Duffy (2009:14) defines that comprehension is the essence of reading because the goal written language is communication of message. If we do not understand the message, we are not reading. Klingner, Vaugh and Boardman (2007: 8) remark that reading comprehension involves much more than the reader's responses to text. What is meant by them is a term used to identify those skills needed to understand and apply information contained in written material.

Reading comprehension is defined as the process of constructing meaning from the text. This study used by one type of reading that is reading for specific information from the text. Wooley G. (2001: 15-15) states : “ reading comprehension is the process of making meaning from text. Therefore, the goal is to gain an overall

understanding of what is described in the text rather than to obtain meaning from isolated words or sentences". In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.

Similarly, Snow (2002:12) defined: reading comprehension as the process of simultaneously extracting and constructing meaning through interactions and involvement with written language. Comprehension entails three elements, there are reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part." On the other hand, Brassel and Rasinski (2008: 18) claim that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Moreover, it also refers to ability of the students to understand the content of reading text. In reading comprehension, it can be used an effective way to involve the internal process of think and understanding of text.

Reading comprehension has a number of sub-skills that can be used in order to have better comprehension of the text that do not necessarily need to follow the pattern. In other words, they can be developed in any other. The students in their reading comprehensions, must be able to cover three basic reading comprehension abilities, such as: first, the ability of reading on the line. Means understanding the stated meaning of the material the students in stage are guided to comprehend the written pages lexically. Second, the capability of reading between lines, means understanding what is clearly implied but not stated in the material. The students try to infer passage presented by the author. Third, the capability of reading beyond the lines, means developing informed opinions about the subject to do this students use what have been stated to come to their own conclusion.

4. Aspect of Reading Comprehension

In reading comprehension there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According to King and Stanley (Juita *et al* 2014) pointed out some aspects of reading comprehension. These aspect are:

a. Finding main Idea

Main idea is important information that tells more about overall idea of a paragraph or section of a text. Every reading passage has a key concept or main idea the main idea. The main idea is the most important piece of information which the outhor wants the readers know about the concept of passage.

b. Finding Factual information(Supporting Detail)

Supporting detail from the text can be used as the way for the readers to find the main idea. Supporting details a piece of information in the passage that expalins about the main idea. Generally, supporting detail tell who, where, what, why and how that can be found in the content materials.

c. Identifying Reference

Reference is reading comprehension is the use of demonstrative pronoun in reading passage. The demonstrative pronoun can be like the use of: it, she, he, her, these, etc. The use of reference in the reading passage is to avoid subject repetition.

d. Identifying Inference

Inference is the process of arriving at a hypothesis, idea, judgement or drawing conclusion which refers to information is never clearly stated in the text. This aspect is the most difficult in reading comprehension, because the information on the text is never clearly stated. Inference is the process of drawing conclusion which refers to information that is implied. In this

aspect, reader have to make a prediction what might be said in the text.

According to Moreillon (2007: 77) as they read and pose questions, readers often find themselves answering their own questions with predictions about what will happen next or with inferences drawn from the author/illustrator's creations. The "on the line" strategy of predicting and the "between the lines" strategy of inferring prompt readers to turn the page to find out if their hypotheses are correct.

It means that predictions are educated guesses about what will happen next based on what is known from reading the text; predictions can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find a clue or connecting points, make predictions or inferences and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during and after they read are actively engaged in the meaning-making process.

e. Finding the Meaning of Certain Word (Vocabulary)

It means that readers can develop their guessing ability to the word is not familiar. By relating the close meaning of unfamiliar word to the context in the text, the words nearly equivalent meaning when it has nearly the same meaning as another word. Meanwhile the students are expected to be able to find and understand the meaning.

In addition according to Duffy (2009: 138) some aspects of reading comprehension are:

a. Determining the Main Idea

A main idea is important information that tells more about the overall idea of a paragraph or section of text. Duffy (2009: 138) stated that to determine the idea, a reader must understand that an author writes because they have some important idea to convey.

b. Teaching word Meaning Directly (Vocabulary)

Reading comprehension depends on prior knowledge about the word. Prior knowledge is expressed with words, therefore to get a good understanding of the students also have to understand the contextual meaning of the text, the more vocabulary students know the easier for students to understand the meaning of the text.

c. Predicting

Predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. Predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on purpose for reading, topic clues and the type of text being read.

d. Inferring

Inferring is the ability to read between the lines or to get the meaning an author implies but does not state directly. Virtually all comprehension strategies involve inferring in the sense that comprehension requires a reader to note the text clues, to access prior knowledge associated with those clues, and then, on the basis of that background knowledge, predict (or infer) what the meaning is.

e. Summarizing

Summarizing is the selection of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points.

Based on the statements, the researcher focused on all components of reading comprehension based on King & Stanley (Juita *et al* 2014). They are, identifying main idea, identifying factual information, meaning of vocabulary, inference and reference.

5. The Purposes of Reading Comprehension

Reading is very beneficial for students and in academic learning. The purpose of reading is comprehending the text to gain any information included in the text, and in academic learning it is important to master reading in their subject to achieve a good result, because in every subject, students' learning activities involve reading. According Merkuri (2012: 325) the purpose of reading is to get an overall idea of the text, to learn any information, to learn some vocabulary and to become familiar with the style of a news article. It means that when students read the text they will get idea of the text, new information, new vocabulary and new style of the text.

B. Nature of Tittle, Examine, Look, look and Setting (TELLs) Strategy

1. Definition of "TELLS" Strategy

Idol- Maestas (1985) developed TELLs as a pre-reading strategy to enhance comprehension. TELLs is an acronym that prompts students to follow a series of steps:

- a. **T** : Study or Titles
- b. **E**: Examine and skim pages for clues
- c. **L** : Look for important words
- d. **L** : Look for difficult words
- e. **S** : Think about the story setting

According to Klinger, Vaughan and Boardman (2007: 85), TELLs strategy can be posted on a wall in the classroom and/or provided individually to students. Moreover the teacher helps learn how to apply each step one at a time and then use them all when reading a story. Idol – Maestas (1985) suggest that it is important to

continue prompting students to use this and other comprehension strategies even after they appear to have become proficient in strategy implementation explicit instructions. Explicit instructions using transfer activities to help students internalize strategies and generalize their usage to the other tasks is important, especially for students with learning disability.

Idol Maestas (1985) evaluate the procedure of TELLs strategy in four elementary and two secondary students from special education classes. After training, reading comprehension improving for both the elementary and secondary students: however, comprehension performance gains are not maintained at high levels after the procedure of TELLs strategy is removed.

2. Procedures of TELLs strategy

Based on William and Skinner (2004) cited in Mustakim impelement the procedure of TELLs Strategy almost every school day, with and elementary students with learning disabilities in reading who appered to be highly motivated in trhe current study.the TELLs strategy intervention was imlement two or three times peer week, with secondary students who has stonger reading skills and who appere less motivation. (e.g. several istances wheb students appear to rush through the questions anwering).

In this research, the researcher used the procedures of TELLs strategy that proposed by Klinger, Vaughan and Boardman (2007: 86):

- a. The first step, students are taught to look the title and form clues as to what is material covering.
- b. The second step, examine requires the students to skim the passage for clues about the content of the passage.
- c. The third step, is to look for important words (e.g., word that are used often).

- d. The fourth step is looking for hard word (e.g unknown word).
- e. The final step, setting readers skim the passage for clues about the setting. Including places, areas, descriptions, dates, or reference to time period.

3. Advantages and disadvantages of TELLs strategy

These are some advantages and disadvantages of using TELLs strategy in teaching reading comprehension according Wililiam and Skinner (2004) cited in Mustakim.

a. The advantages of TELLs Strategy

- 1) Guiding students to probing while readig a text.
- 2) To activate students prior knowledge.
- 3) TELLs strategy is effective and good strategy to to use in teaching reading comprehension because this strategy helps students understand and remember the infomation easily.
- 4) TELLs strategy could improve the students achievement and could overcome the students' problem (lack of vocabulary and misunderstanding of word).

b. The disadvantages of TELLs strategy

- 1) Lack in class management.

To overcome the disadvantages above the teacher will rearrange the seating of the students (circle or in group).

Based on explanation , the researcher concluded that the disadvantages of TELLs strategy are less than the advantages that is the reason the researcher conduct this strategy.

C. The Nature of Descriptive Text

1. The Definition of Descriptive text

In this research, the researcher will use descriptive text as a genre text that available in the syllabus ans also process the material that should students mastered to the first grade of SMA 01 Marau especially. Generally, descriptive text is a text that describes person,

place, mood, situation, or thing in written form. When students read a descriptive text, they are expected to imagine and to realize what the writer describe.

Descriptive text explain how someone looks and feel. According to Kane (2000: 348) staid that descriptions is about sensory expression, how something looks, sound and taste. Mostly is about visual experience, but descriptions also deals with other kinds of perceptions. Another expalanations from wilbur in Nawawi (2011: 23) states that descriptive text is a text which creators a clear picture or impression of person, place, or object. It explains that descriptive text describe and appeals clear image of a person or things is like.

Based on the explanation, it can be inferred that descriptive text is a text that describe about something, person, place, animal, ect. By using descriptive text, the students able to use their sensory experience to how something looks like and sound.

2. **Generic Structure of Descriptive Text**

Descriptive text describe person, place, building and an object that being described on two or more paragraphs. It indicates that descriptive text has trhe generic structure which is consisted or identification and description based on Kane (2000: 353), they are :

a. Identification

In this stage the students must describe the subject to the reader. it is also gives the detail and clearly information about subject to the reader. The students can start to give information detail about when, where, who and what of the subject.

b. Description

The students begin to describe paragraph with supporting with the feature to the subject, description which describe parts, quality, and characteristic in the text. Descriptive text has a particular language features likes verbs in present tense, adjective and adverb phrase to describe feature of the subject and topic

sentence to begin essay or paragraph organize the various aspect
of

The Prambanan Temple

<i>Identification</i>	The Prambanan is the largest Hindu Temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.
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description.

<i>Descriptions</i>	<p>It is characterised by its tall and pointed architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, King of the second Mataram Dynasty, or Belitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.</p>
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