

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses: (a) theoretical descriptions; (b) previous related study; and (c) reseach setting.

A. Theoretical Descriptions

In part discusses about: (1) concept of teaching, (2) concept of reading, (3) concept of comprehension, (4) concept of narrative text, (5) concept of window notes strategy, (6) teaching procedure by using window notes strategy.

1. Concept of Teaching

In every school and educational institutions there will be a teaching and learning process which always happens as the initial part of the activity. Teaching is considered the process of explaining and transforming material that is related to the topic while the process of teaching and learning take place. According to Brown (2000. p.7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Brown (2007, p. 8) states that teaching is showing or helping somenone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge. It is supported by Q.S. Al-Alaq verse: 4

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“..... that teach human to write and read”. (*Surah Al-Alaq verse: 4*). And additionally

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمِ ﴿٥﴾

“..... God teaches human what human do not know”. (*Surah Al-Alaq verse: 5*)

Based on the verses above, it means that God teaches human to read everything that can increase human's science. In order they know about something that they never know before. Moore (2005, p. 4) states that the result of teaching process is to having a deep knowledge of the subject matter and a solid understanding of the principles of teaching and learning

From those definition above, it can be assumed that teaching is the process of transfer the knowledge, share the information, and guide the learner to do something between teacher and students, in order to help students understand and develop their ability in learning process.

2. Concept of Reading

Reading is one of important skills in English which needs to understand the meaning that provided in text. According to Wallace (1992, p. 5), reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purposes or processes involved.

Like other experts, Medina (2012, p. 81) states that reading is an interactive process in which the writer and the dialogue interact through a text. For academic purposes, reading is important because it is one of the most frequently used language skills in everyday life. In addition, Pang, Muaka, Benhardt, and Kamil (2003, p. 6) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought.

In this context, reading consists of two related processes: word recognition and comprehension. Further, they (2003, p. 6) explain that word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Then, comprehension refers to the process of making sense of words, sentences and connected text. They (2003, p. 6) also state that the reader typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

In conclusion, reading is considered as one of the important language skills that gives more information and knowledge for readers especially students in order they can relate their prior knowledge to the reading text.

3. Concept of Reading Comprehension

According to Klinger, Vaughn, and Boardman (2007, p. 8), reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge,

strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Comprehension is the process of deriving meaning from connected text (Pang et al., 2003, p. 4). They state that the reader actively engages with the text to construct the meaning. Therefore, comprehension could not be separated from reading. On the other side, Snow (2002, p. 11) states that, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Richards and Renandya (2002, p. 277) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text) awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.

In short, reading comprehension relates to the students' understanding about the text given by the teachers that they read and they try to analyze the texts and the meanings inside.

3. Concept of Narrative Text

According to Wahidi (2009, p. 7), narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the

readers. Narrative deals with problematic of the events which leads to a crisis or turning point of some kind, which in turn finds a resolution. Moreover, Gamble and Yates (2002, p. 20) state that narrative text relates a sequence of events. Narrative is not an aesthetic invention but the basic way in which we make sense of our experiences.

On the other side, Zaida (2009, p. 82) explains that narrative consists of several parts: 1. Orientation, this part introduce characters and sets the scene (when/where); 2. Complication, in this part, the main character is faced to a problem; 3. Resolution, this part tells how the problem is resolved, for better or worse.

From the explanations above, it can be assumed that a narrative paragraph is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution.

4. Concept of Window Notes Strategy

In teaching reading, there are many strategies that can be applied by the teachers. One of them is by using window notes strategy that can help the students with a powerful notemaking framework that helps them deepen comprehension by thinking as they read and learn. According to Silver, Strong and Perini (2007, p. 207) this strategy provides students with a powerful notemaking framework that helps them deepen comprehension by thinking as they read and learn, develop the capacity

to reflect on and improve their performance as reader. This strategy can give easy way for students in understand text.

Silver, Jackson and Moirao (2011, p. 13) state that window notes is derived from task rotation in that it applies the power and benefits of thinking in all four styles to the note making process. Meanwhile Waterman (2010, p. 109) says that this strategy may motivate students to record information from a variety of learning styles. This strategy of note making asks students to focus on the facts and concepts embedded in the information (mastery), how they feel about that information (understand), what questions they have about it (interpersonal), and what ideas come to their minds that they might draw to remember the topic (self expressive). It means that this strategy not only about how the students understand and explain their opinion into four specific areas but also this strategy asks students to use their power of thinking to express their self so that the students can combine between the opinion and their learning style that rising big ideas.

From the explanation the reseacher can conclude that window notes strategy is strategy used by teacher to teaches in reading comprehension in order to the learners more active act, engagement of mind. This strategy asks students what they think and let them have their own opinion. The learner can organize the text based on their think into feels, facts, questions and ideas.

5. Teaching Procedures Using Window Notes Strategy

Silver, et al., (2007, p. 211) states the using this strategy involves the following steps:

- a. Introduce and model window notes by showing students how you collect facts, questions, ideas, and feelings related to a particular topic or text.
- b. The teacher asks students to divide a blank sheet of paper into a window-shaped organizer of four quadrants.
- c. The teacher introduce the text or topic to be learned. Have students collect different kinds of notes and responses on their organizers as they read the text or learn about the topic.
- d. Invite the students to share their notes with the class, and conduct a discussion on what students have learned about the content and their personal preferences as notemakers.
- e. The teacher assigns a task that requires students to use their notes.
- f. If the over time, teach the students how to use the strategy independently, as a way to help them break new learning up into meaningful sets of information and as a way to help them pay attention to the inner working of their own minds.

B. Previous Related Study

The researcher found out previous related studies which were related to the researcher's present study. They were as follows:

The first journal entitled "*Teaching Reading Comprehension in Narrative Text by Using Window Notes Strategy to the Eighth Grade students of Junior High School*". The journal was written by Putri (2012) a student of English Language Study Program STKIP PGRI in West-Sumatera. The technique to analyze the data was the test formula. The test result (5.144) was higher than t-table (2.000). Since the test was higher than t-table, the alternative hypothesis was accepted.

In relation to the previous study, the similarities and the differences were found out between the present study and previous study. The similarities were as follows: Both previous and the present studies discussed quantitative research. Both Putri and the researcher used the same technique, in this case, both of them used window notes. And the differences were as follows: The researcher conducted the research toward the eighth grade students of SMP Muhammadiyah 4 Palembang, while Putri conducted her research toward the eighth grade students at MTsN Durian Tarung of Padang.

The second one was the study conducted by Fitri (2013 "*Teaching Reading Comprehension by combining REAP and Window Notes Strategies for Senior High School Students*"). The result showed that during the treatments, most of the students have good score and they can do the task better. Based on the research

result, it was suggested to English teacher to consider about using REAP and window notes strategies in high school students in teaching reading.

In relation to the previous study, the similarities and the differences were found out between the researcher's study and Fitri's study. The similarities were as follows: Both Fitri and the researcher discussed quantitative research, Both Fitri and the researcher used the same technique, in this case, both of them used window notes. And the differences were as follows: The researcher conducted a research at SMP of Muhammadiyah 4 Palembang, while Fitri conducted her research at Senior High School. The researcher discussed window notes strategy only, while Fitri discussed the combination between REAP and Window Notes strategy.

C. Research Setting

In this study, the researcher chose SMP Muhammadiyah 4 Palembang as her research subjects. SMP Muhammadiyah 4 Palembang established in 1962 which was located at Jln. No. Balayuda. 1473 KM 4.5 Kemuning Ario District of Palembang.

The headmaster of SMP Muhammadiyah 4 Palembang is Mr. Sahebi who are helped by sixty three teachers and nine staffs. The total number of the students of that school are five hundred and eighty students. The number of class VII is two hundred students, class of VIII is one hundred and forty-one students and also class IX is one hundred and seventy-two students.