

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Definition of Reading

Reading is a process that is carried out and used by readers to get the message the writer wants to convey through the media of words / written language. A process which demands that a group of words that constitute a whole will be seen at a glance that the meaning of individual words will be known. If this is not fulfilled, the message that is expressed and implied will not be caught or understood, and the reading process will not be carried out properly (Hodsgon in Tarigan, 2008: 7). Reading is a process of interpreting the words that are read which has the message conveyed by the writer to the reader.

Reading is a complex and complicated process. Complex means in the reading process involved various internal factors and external factors of the reader. Internal factors include intelligence, interests, attitudes, talents, motivation, reading goals, and so on. External factors can be in the form of reading facilities, social and economic backgrounds, and reading traditions. Complicated means that external and internal factors are interconnected to form complex coordination to support reading comprehension (Nurhadi, 2008: 13).

Harras in Ahmad, Arifin (2017: 77) explains that the meaning or definition of reading can be classified into three major groups. First, the meaning of reading drawn from the interpretation of the reading experience stems from the

discovery of and begins with managing the signs of various objects (reading it starts with signs and signs). Second, the meaning of reading drawn from the interpretation of graphic symbols; reading is an effort to obtain meaning from certain strands of letters. Third, the meaning of reading is drawn from both, namely reading is a combination of experience and efforts to understand graphic symbols or printed pages.

2.1.1.2 Types of Reading

Harras in Ahmad, Arifin (2017: 78) argues that from the scope of the reading material read, in general reading can be classified into two categories: extensive reading and intensive reading. There are three types of extensive reading, namely survey reading (survey reading), skimming, and superficial reading. Meanwhile, intensive reading is divided into two, namely reading the content study and reading the language study (linguistic study reading). Reading the review of the content is further divided into thorough research, reading comprehension, critical reading and reading ideas. Reading language studies is divided into reading foreign languages and reading literature.

Harras (2017) also explained that reading activities can be divided into two, namely reading in terms of sound or not sound and reading based on the scope of reading material. Reading based on whether a voice is heard or not can be divided into two, namely reading aloud and reading silently. Meanwhile, reading based on the scope of reading material consists of extensive reading and intensive reading. In this study, the type of reading based on whether or not the voice was heard was included in the type of reading aloud.

2.1.1.3 Purpose of Reading

Reading activity has a specific purpose according to the person who reads it. The main goal of each reader is to understand all the information contained in the reading text so that it can become a provision for knowledge (intellectual development) for the reader's own future. Thus, understanding the content of a reading is a very important factor in reading (Asdam, Muhammad: 2016, 141)

In his Indonesian book (Introduction to Personality and Intellectual Development), Muhammad Asdam describes the purpose of reading according to Puji Santoso, et al (2007: 65) that the purpose of reading comprehension is:

1. Enjoying the beauty contained in the reading.
2. Read aloud to give someone the opportunity to enjoy the reading text.
3. Using certain strategies to understand the reading text
4. Exploring a person's knowledge or schemata about a topic.
5. Associating new knowledge with one's schemata.
6. Looking for information for the preparation of a reading or report.
7. Give someone the opportunity to do experimentation to examine something that is described in a reading text.
8. Answering questions raised in the reading text.

2.1.1.4 Benefits of Reading

Saputra, Dino in Dahlia (2016: 362-364) explains that the benefits of reading are divided into 11, namely:

1. Can stimulate mental

The brain is one of the organs in the body that requires exercise to stay strong and healthy like any other organ in the body. Reading books can keep the brain active so that it can perform its functions properly.

2. Can reduce stress

After a tiring day doing a daily routine, it is not uncommon for this to trigger stress. By doing reading activities that can be done for a few minutes can help suppress the development of stress hormones such as cortisol. Reading can relax the mind so that it can help reduce stress levels by up to 67%.

3. Adding insight and knowledge

Reading books can fill our heads about various kinds of new information that we don't know so far, which are likely to be of use to us later. The more knowledge we have, the better prepared we will be to face the challenges of life both now and in the future.

4. Can increase vocabulary

The more we do the activity of reading books, the more we will get explanations about things that we don't know yet, and can increase the number of vocabulary that we can use in our daily life. This of course can help us to be able to articulate, help convey opinions in straightforward language, and can increase self-confidence when talking to other people.

5. Can improve memory quality

By reading books can contribute to improving the quality of our brains in the process of remembering, various kinds of things that we have read. For

example, characters, backgrounds, ambitions, history, as well as various elements or plots of each story line. Each memory can help to forge brain pathways and strengthen them.

6. Train the skills to think and analyze

The benefits of reading books can train the brain to be able to think more critically and analyze the problems presented in what we read. We like getting access or a way to get into the story line and help in completing the story.

7. Can improve focus and concentration

When reading a book, we can train the brain to be more focused and concentrate on what we are reading. This will train us to be more focused on carrying out various kinds of activities or daily routines.

8. Train to be able to write well

With the increase in the vocabulary that we have from reading books, it can automatically help us to be able to make our own writing in the language that is as good or even better than what we have read before.

9. Can expand one's thinking

People who read books have been reported to have higher levels of creativity than people who are not or less fond of reading. By reading books, we can share experiences with other people about various kinds of things, which later we can use as a consideration for deciding something.

10. Can increase social relations

The activity of fond of reading this book also affects aspects of human social life, where it can be more about various kinds of characteristics, culture and

social life of a society. So that if one day he visits the place, he already knows how to behave to spend their time doing creative or intellectual activities such as reading, experiencing a cognitive decline rate of up to 32% than those who do not read later in the day.

11. Can help us to connect with the outside world

A psychologist from the University of Buffalo stated that when someone is reading a book, it can help him to identify the characters in the book he is reading. He or she will experience the kind of real-life relationship that can enhance a sense of inclusion. In other words, reading can increase friendship with the outside world.

2.2 Reading Workshop

According to Swift (1993, 366) in O. Solehudin (2006), "Reading Workshop is able to improve reading comprehension and ward off negative attitudes towards reading". Furthermore, Swift emphasized that "Reading Workshop will not solve all problems of teaching reading, but can create a difference because this model encourages learners to practice reading (1993: 371). In this teaching model, "reading is a process of problem solving and meaning formation" (Goodman, Watson and Burke, 1996, 3).

So this Reading Workshop is the latest breakthrough in student learning models. This Reading Workshop is expected to help students in learning English at school. And this Reading Workshop is expected to help teachers in teaching English learning in schools so that students can increase their reading interest.

Damayanti Faiqoh, et al (2016) explained that the Reading Workshop is a teaching activity used to improve reading comprehension skills. This activity aims to assist students in using the right method independently or with the help of the teacher. In addition, Reading Workshop can foster a sense of love for reading in students.

Reutzel & Cooter in O, Solehudin (2006) explains that Reading Workshop is an organizational scheme that allows the full integration of children's literature or basal (basic) stories into the reading program in the classroom. It is not intended to be prescriptive but to offer a flexible and functional foundation for language teaching. The main components include sharing time, mini lessons (minilesson), class conditions (state of the class), reading workshops, and sharing time.

This reading workshop is designed to make it easier for students to learn to read. So that students can understand what they read and not just reading but can grasp the meaning of what they have read.

Heller in O, Solehudin explained that Reading Workshop is a forum to introduce models of fiction, poetry, and professional non-fiction writing to children. For most children the concept of the workshop is something new and different from the usual scenario, (reading it then presenting the report). Besides witnessing a new approach to reading and responding to quality literature, when presented in a "new and different" context, the workshop can give a positive reading connotation, to write down things that are read and learned through small groups.

In a Reading Workshop model, students read and write to create meaning. Students write and discuss what they are reading and listen to other students and the teacher talk about their reading. Through regular conferences, students are able to work on reading strategies, discuss their reading experiences, and evaluate their progress Towle in De Wild Kaitlyn (2017).

Reading Workshop is able to improve reading comprehension and ward off negative attitudes towards reading (Swift: 1993,371). Furthermore, Swift emphasized that Reading Workshop will not solve a problem of teaching reading, but can create a difference because this model encourages students to practice reading (1993: 371).

Zemelman et.al in O Solehudin (2007) states that reading workshops are developed on the following assumptions:

1. Reading means obtaining meaning from reading. In other words, reading is a transaction between the words written by the author and the thoughts of the reader
2. Reading is a meaning formation process: reading is a high-level, active, constructive, and creative activity that involves a variety of different cognitive strategies before, during and after reading.
3. Teaching reading must provide many opportunities for learners to interact with reading material.
4. Reading is the best way to learn to read.
5. Effective reading teaching programs should introduce learners to a wide variety of reading materials.

6. The teacher must become a reading model.
7. Effective reading teachers are teachers who assist learners in using the reading process as a learning tool.

Reading is a psycholinguistic process and an individual process (Otto et.al., 1979: 19)

From the above assumptions it can be interpreted that this Reading Workshop is a learning model that can help students in learning to read with the teacher as the main model for good reading.

Furthermore, Harp in O Solehudin also explained that the Reading Workshop model was implemented through the following activities:

- 1.1 Reading aloud, which is done by teachers and learners;
- 1.2 Individualized / silent reading, by giving learners the freedom to own books;
- 1.3 Shared reading which allows learners to share knowledge and information about what they have read;
- 1.4 Summarizing in writing what they read;
- 1.5 Guided reading which allows learners to become effective readers under the tutor's guidance;
- 1.6 Conference between teachers and learners about reading content;

In teaching reading using the Reading Workshop method, there are several stages in the teaching.

1. Stage I: Sharing time (5-10 minutes)

At this stage the teacher shares the reading material they get, such as: reading texts, narrative text, and procedure text.

2. Stage II: Mini Lesson (5-10 minutes)

At this stage, the teacher provides strategies for how to read properly and correctly according to the correct spelling. The teacher provides an example of how to read correctly according to the recommended spelling.

3. Stage III: Read a Text in Front of Class (Read Aloud) (3-5)

At this stage the teacher asks students to read the text that has been previously given to the learner to read in front of the class so that other friends can also listen to how the correct pronunciation is in reading the words in the text.

4. Stage IV: Discussion (8-15 minutes)

The purpose of this discussion is to find out where learners find it difficult to pronounce the words they read so that learners do not make mistakes in pronouncing the word in the future and can interpret the word correctly.

2.2.1 Advantages of Reading Workshop

Solehudin in Damayanti F et.al. (2016) revealed that the Reading Workshop has several advantages, namely:

1. Requires teachers to always introduce new vocabulary and concepts, in the research that has been done, the teacher provides different readings. It is intended to enrich students' vocabulary;
2. The teacher is equipped with sufficient instructions or guidelines in the teaching and learning process;
3. Emphasizes skills development exercises to achieve understanding. Giving exercises carried out at each meeting with a different reading;

4. Equipped and followed up with complementary activities to add to the richness of the student's reading experience. In addition to assigning assignments at school, students are given follow-up actions to do at home.

From the opinions of the experts above, it can be concluded that teachers can be even more creative in giving lessons and can liven up the atmosphere during teaching and learning activities at school so that learning does not run monotonously. And students are more active in lessons because they are directly involved with many practices so that students can develop more in learning to read.

2.3 Reading Comprehension

Reading comprehension is a reading activity to absorb information from the reading material and understand or know the implied meaning or meaning of the reading so that it can be conveyed properly to the reader. someone who does reading comprehension activities must master the language or writing used in the reading he reads and be able to capture the information or content of the reading (Lestari, Yunita Agung: 2019)

More clearly, Tampubolon in Lestari (2019) states that reading comprehension is a reading activity to foster reasoning power. Reading comprehension is reading with full appreciation to absorb what students / readers should master (Saddhono and Slamet (2014: 133). Meanwhile, Abidin (2012: 60) reads understanding as a serious process that readers take to obtain information, messages and the meaning contained in a reading.

Samsu somadayo in Rubin (2011: 7) explains that reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. Reading comprehension is a process of recognizing or identifying text, then recalling the contents of the text.

M. E. Suhendar Reading comprehension is reading reading material by capturing sharper and deeper points of thought, so that there is a sense of satisfaction after reading the reading material to completion (Suhendar in Miftahul:2017). Reading comprehension is a serious process carried out by readers to obtain information, messages and meanings contained in an abidin reading in Lestari Yunita Agung (2019).

Reading comprehension is a process of recognizing or identifying text, then recalling the contents of the text. Reading comprehension can also mean as an activity to make a sequence of descriptions / organizing the contents of the text, being able to evaluate as well as being able to respond to what is expressed or implied in the text (Susanto Hadi: 2016).

Reading comprehension is an important component in a reading activity, because in essence understanding of the reading can improve reading skills or interests as well as for certain goals that have been determined or are about to be achieved. Linguists argue that understanding is the ability to read and understand writing, Palawija in Susanto Hadi (2016).

Susanto in Agustinus(2016) argues that reading comprehension or comprehension is the ability to read to understand main ideas, important details,

and all meanings. This understanding is closely related to the ability to remember the material it reads.

Based on the above opinion, the writer draws the conclusion that reading comprehension is a very important process that involves the mind to know the meaning of the reading read so that the message conveyed by the author can be conveyed to the reader.

2.3.1 Principles of Reading Comprehension

The principle of reading comprehension by McLaughlin & Allen (through Farida Rahim, 2008: 3) suggests the following principles of reading:

- 3 Understanding is a social constructivist process.
- 4 The balance of proficiency is a curriculum framework that fosters understanding.
- 5 Teachers who read professionally (excel) will influence student learning.
- 6 Good readers play a strategic role and play an active role in the reading process.
- 7 Reading should take place in a meaningful context.
- 8 Students find the benefits of reading derived from various texts at various grade levels.
- 9 Vocabulary development and learning affect reading comprehension.
- 10 Participation is a key factor in the understanding process.
- 11 Reading strategies and skills can be taught, and
- 12 Dynamic assessment informs reading comprehension learning.

2.3.2 Factors affecting Reading Comprehension

Lamb and Arnold in Khofiah S (2015) state that the factors that affect reading comprehension are: a) physiological factors, b) intellectual, c) environmental, and d) psychological factors.

1. Physiological factors

Physiological factors Physiological factors include physical health, neurological considerations, and gender.

2. Intellectual Intelligence by Heinz is defined as an activity of thinking which consists of essential understanding of a given situation and responding appropriately.

3. Environment Environmental factors that can affect students' reading ability include: 1) student's backgrounds and experiences at home, and 2) socio-economic student's families.

4. Psychological factors Psychological factors that can affect reading weariness consist of: 1) motivation, 2) interests, and 3) social maturity, emotions, and self-adjustment.

2.4 Previous Study

Based on the title this research, the writer must find the related studies concerned with the title. The previous studies related of this research :

1. Deby Novelasari, et al (2017) conducted the research as “Comparison Between Reading Workshop Method with Reading Tournament to Children’s Comprehension in Reading Fiction” based on the results of data analysis, the reading comprehension ability of children in the experimental class with

students in the control class has a significant difference. The reading comprehension ability of children in the experimental class using the reading workshop method significantly improved compared to the reading comprehension ability of children in the control class using the reading tournament method. Statistically, the posttest mean score of the experimental class was 77.16 while the control class was 70.52. Thus, the average difference between the experimental and control values is 6.64. This can also be seen from the results of the two-mean difference test (Independent Sample T-Test) with a significance value of 0.003 less than 0.05 with the decision making criteria reject H_0 if the significance value is less than 0.05 so that H_0 is rejected. This means that there is a significant difference between students who use the reading workshop method and students who get the reading tournament method on the reading comprehension ability of children. Thus it can be concluded that the reading workshop method is more effective in improving children's reading comprehension skills than the reading tournament method.

2. Faiqoh Damayanti, et al (2016) conducted the research as “Penerapan Reading Workshop untuk Meningkatkan Kemampuan Membaca Pemahaman Cerita Anak” The purpose of this research is to improve the reading comprehension skills of children's story with the implementation of Reading Workshop in learning. Form of this research is classroom action research (PTK), which lasts for two cycles. Collecting data techniques are observation, interviews, tests, and documentation. The technique of data validity use

source triangulation and technique triangulation. The data analysis technique was interactive model. The analysis of research before action shows the average value of reading comprehension skill of children story reached 47,53 with 53,48% classical completeness or as many as 10 students. In the first cycle, the average value of the reading comprehension skills of children's story reached 80,78 with classical completeness 83,33% or as many as 25 students. In the second cycle the average value of reading comprehension skills of children's stories reached 82,78 with classical completeness 93,33% or 28 students. The conclusions of this study are Reading Workshop can improve reading comprehension skills of children's story on the fifth grade students of SDN Tunggulsari I No. 72 Laweyan Surakarta academic year 2015/2016.

3. Ruli Setiyadi (2019) conducted the research as “Learning of Reading Comprehension through Reading Workshop in the Industry 4.0” based on the findings in this research, the conclusion is that the online magazine-based reading workshop model had an effect on the primary school students' reading comprehension skills. The reading workshop model facilitated students to develop their reading comprehension skills. Then, the students developed reading comprehension skills through online magazines. The Industrial Revolution 4.0 that begins expanding into education realm needs developed by introducing students to the use of technology. This aims at helping student to access useful reading material, since they have not been able to select content selectively, even though they are good at utilizing

technology. It is expected that this learning can introduce students to be able to access useful contents.

4. Yusma Dewi Iasha (2019) conducted the research as “THE INFLUENCE OF LITERATURE WORKSHOP MODEL BASED ON POP-UP BOOK MEDIA ON THE ABILITY TO READ AND WRITE POETRY (Quasi Experiment Study on Class III Students of SDIT Cendekia Purwakarta)” This research is motivated by the phenomenon of the low ability of grade III students of SDIT Cendekia Purwakarta district in reading and writing poetry. The ability to read and write the beginning of poetry the majority of students have low quality, both of the five aspects of reading poetry, namely: beheading of words, intonation, vocal clarity, movement of appearance and confidence. And three aspects of writing poetry, namely: completeness of the formal aspects of poetry, clarity of poetry elements and clarity of the nature of poetry. This study aims to describe the effect of the model of literature workshop assisted by pop-up media on the ability to read and write poetry. The method used in this research is experiment. The study was conducted at SDIT Cendekia Purwakarta Regency by taking research participation namely third grade students. Data were analyzed statistically through the Kolmogorof-Smirnov normality test and the two-difference test using the Mann Whitney test. The subjects in this study were two classes. Research data was collected through tests consisting of pretest and posttest in the form of tests reading poetry and writing poetry. The results showed that the applied model of the literature workshop affected the ability to read and write

students' poems. This is evidenced by the increased achievement in the ability to read and write poetry from the average value obtained in the experimental class.

5. Ulfatul Hamidah, dkk (2018) conducted the research as “Improvement of Reading Comprehension Skills through the Reading Workshop Model for Class V SDN 3 Selang” The purpose of this study was to improve reading comprehension skills of grade V students through the Reading Workshop model. This research uses collaborative classroom action research. The subjects in this study were teachers and students of class V. Data collection techniques used observation, interviews, and tests. The data validity used source triangulation and technique triangulation. Data analysis through data reduction, data presentation, and drawing conclusions. The results showed that there was an increase in reading comprehension skills through the Reading Workshop model for fifth grade students of SDN 3 Selang.
6. Kasmawati (2017) conducted the research as “ The Use of Reading Workshop Strategy in Improve Reading Comprehension at The Second Grade of Madrasah Aliyah Madani Alaudin. This research aimed to find out the students’ reading comprehension ability in using reading workshop. The writer applied quasi-experimental design namely non-equivalent control group design with the pre-test and the post-test. The data were obtained by using a test as the instrument. The population of this research was the SecondGrade Students of Madrasah Aliyah Madani Alauddin 2015/2016 that consisted of two classes and each class consisted of 34 students. Total sample

was two classes, those were XI ipa 1 as the Experimental Class containing of 34 students and XI ipa 2 as the Control Class has 34 students as well. There were two variables: The independent variable of this research was the use of reading workshop and the dependent variable was the student's reading comprehension. The data were analysed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test). The result of research showed that the students reading comprehension at the second grade students' of Madrasah Aliyah Madani Alauddin improved by using reading workshop. The improvement of mean score in experimental class is 54.5 that classified as poor in the pre-test and 71.67 classified as good in the post-test. The result of the t-test also showed that the reading workshop was effective to improve students' reading comprehension because the t-test (5.383) was higher than t-table (2.000). Based on the finding and discussion of the research, the writer drew a conclusion that using reading workshop in teaching reading in the second grade at Madrasah Aliyah Madani Alauddin was effective in teaching students' reading comprehension.

7. Yusma Dewi Iasha (2019) conducted the research such as “ Pengaruh Model Bengkel Sastra Berbantuan Media Pop Up Book Terhadap Kemampuan Membacakan dan Menulis puisi”. Experimental Research on 3rd grade students at SDIT Cendekia Purwakarta Regency Academic Year 2018/2019. Based on the theories that have been described and discussed in the chapters previously regarding aspects related to learning to read and write poetry, such

as aspects of cognitive, social and language development of children, are added. By analyzing the research data, it was concluded that:

1. Obtained data from observations of teacher and student activities on the learning process model of the experimental class literature workshop from the number positive statements from the assessment of the learning process read out and writing poetry at the first meeting with an average of 73% in the second observation and 3 get 83% and 95% this is said to be the process learning to read and write poetry with a literary workshop model aided pop up book media went well. But the results observation of the learning process taking place in the control class as well goes well. This can be seen from the percentage obtained on the results of observations in the control class the first meeting got 52%. The results of the observation at the first meeting were not very good, the students still did not understand about the material, because of the lack of literary learning. On the second observation and the third meeting obtained 68% and 81%. This is also said that direct learning in the control class is going well, but not as good as lessons that use the literary workshop model which was carried out in the experimental class.
2. Literary workshop model has an effect on capacity building reciting poetry. This is evidenced by the increase in performance read poetry from the average score of the scores in the class experiment 61.58 at pretest to 77.6 at posttest. This matter It can be seen from reading students who originally read less poetry appreciation and soul while after using the model the students' literary workshop is more appreciative in reading the poem, so that listeners can

easily understand and enjoy the poetry. 3. Literary workshop model has an effect on capacity building writing poetry. This is evidenced by the increase in achievement in writing poetry from the average results of the scores in the experimental class of 61.24 at the time pretest to be 71.93 at the time of posttest. This can be seen from writing poetry students whose origins do not understand the completeness of the formal aspects of poetry, clarity of the elements of poetry and clarity of the essence of poetry, while after using a literary workshop model, students are more appreciative of and understand these three aspects in writing poetry, so that the reader easy to understand and enjoy the poem. 4. Student responses in learning poetry with a literary workshop model assisted by pop up book media makes it easier for students to read and writing poetry because before reading and doing activities in writing, students are asked to describe their experiences about friendly. It was proven in learning poetry, students answered yes and not in questions 7, 8 and 9, it was obtained 86%. It means deep learning to read and write poetry by applying a model literary workshop assisted by pop up book media can bring out the taste curious and great understanding.

8. Nugraheti Sismulyasih Sb (2018) conducted the research as “Peningkatan Kemampuan Membaca dan Menulis Permulaan Menggunakan Strategi Bengkel Literasi pada Siswa SD” One of the studies that revealed the lack of students' reading ability, in this case the third grade students of SD/ MI, is a Progress in International Reading Literacy Study (PIRLS) study, which is an international study on children's world-wide reading sponsorship sponsored

by The International Association for the Evaluation Achievement. The study results show that the average Indonesian child is ranked fourth from bottom of 45 countries in the world. This makes the researchers trying to explain how the level of understanding of literacy in elementary school students and has the potential to improve the ability to read writing writing, especially in SD Labschool Kecamatan Gajahmungkur. The researcher uses a literary workshop strategy model to improve students' reading ability to write SD Labschool Kecamatan Gajahmungkur. The method used in this research is quasi-experimental method with one group pretest-posttest design. This research technique using 1) Test and 2) nontes (questionnaire, observation, and strategy of literary workshop). This research was conducted in Grade 3 of SD Labschool Kecamatan Gajahmungkur. The results of this study are the initial reading ability to write the beginning of 40% to 93.33% and unfinished from 60% to 6.67%, which means reading the beginning writing with RW for elementary students is effective to improve understanding of reading ability.

9. Sygla Nur Anisa (2019) conducted the research as “ Penerapan Metode Bengkel (Workshop) Membaca Berbantuan Cerita Rakyat dalam Pembelajaran Teks Narasi Kelas VII SMPN 29 Bandung” One of the writing skills that must learners is writing narrative text. However, writing narrative text is a barrier for some learners. With that background, problems arise need innovation in learning to write narrative text. This innovation is the choice of appropriate learning and media methods. The workshop methods (workshops) Read assisted folklore media can be an innovation in learning to write

narrative text. How far is the ability of learners to write narrative text? Is there a significant difference in the ability to write narrative text if applied the Workshop method (workshop) Read assisted folklore media? This research aims to determine the ability of learners to write narrative texts using the workshop methods (workshops) read assisted folklore media. The research method used in this research is a quasi-experimental research method with the design of non-equivalent control group design research. The subject of this study was the students of class VII SMPN 29 Bandung. There are two classes used in this study, which are experimental classes and control classes. The average student value in the experiment class during Prates is 60.4. The average value of learners in the control class when Prates is 53.83. The average student value results in the experiment class when postes are 79 and the average student value results in the control class when Postes is 58.69. Based on the results of hypotheses test the significance value obtained is the value 0.000. The value is less than 0.05 ($0.000 < 0.05$). From the value of the sig gained, there is a significant difference between the ability to write narrative texts and students in the class of experiments that received the treatment of workshop methods (workshops) read assisted by media folklore with the results of the ability Students in the control class whose learning is using the conventional method. This proves that the use of workshop methods (workshops) read assisted media folk story is effective in learning to write narrative text. Keywords: quasi experiments, narrative text, workshop methods reading, media folklore.

10. Trianasari Pratiwi (2016) conducted the research as "Influence of Literature Workshop Model Method Basic Training on Learning Reading Poetry Theatre (Quasi-Experimental Study in Class VII SMP Negeri 3 Karangreja Purbalingga District Academic Year 2015/2016)". This research was conducted with the aim to determine the profile of the ability to read poetry class VII SMP Negeri 3 Karangreja The Purbalingga the academic year 2015/2016, the implementation process of learning to read a poem using literary workshop models with basic theater training methods, as well as the influence of the literary workshop models with basic training method theater on learning to read poetry students of SMP Negeri 3 Karangreja. The research design used in this study is quasi-experimental with form The Randomized Pretest-Posttest Control Group Design. Characteristics shown in this design that the sample used for the experimental group or the control group taken at random from the population. In other words, for the selection of two groups randomly. Data collection instruments used is a matter of performance tests to measure the ability to read poetry, guidelines for observation, interviews, photo documentation and student questionnaire. Data analysis technique used is descriptive statistics using the application program SPSS 21. The results based on initial tests showed that the profile's ability to read poetry class VII SMP Negeri 3 Karangreja the academic year 2015/2016 is still low. The implementation process of learning to read a poem using literary workshop with basic theater training methods implemented in eight meetings consisting of basic theater training conducted outside of school hours and application of

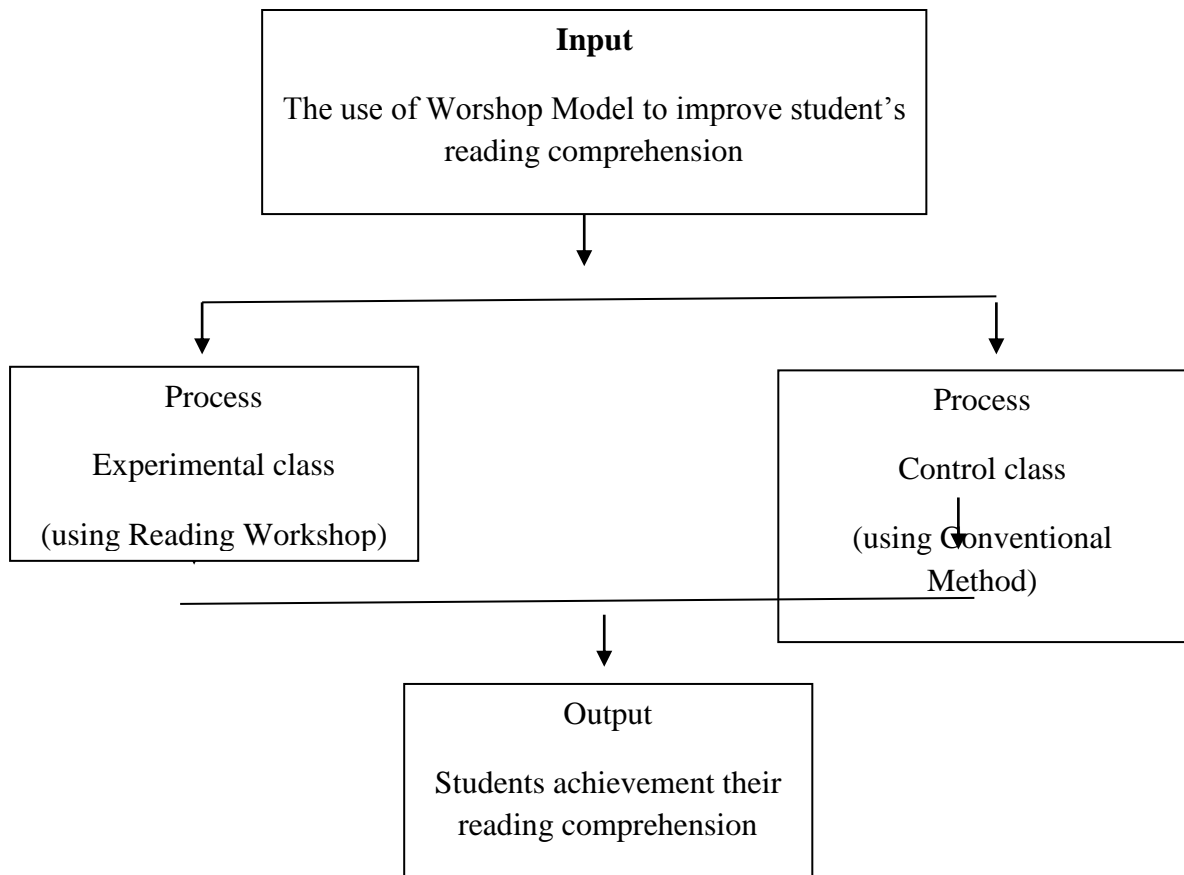
models of literary workshop on learning to read poetry. Based on the calculation results of hypothesis testing shows that the value sig (2-tailed) = 0,000 $< \alpha = 0.05$, then H_0 is rejected. It means the ability to read poetry experimental class students is significantly higher than the control class ($\mu_E > \mu_K$). This shows that the model of the literary workshop with basic theater training methods positive effect on the ability to read poetry class VII SMP Negeri 3 Karangreja.

Based on the previous studies above, reading workshops had a positive impact on students' reading skills. This study is a different study from previous studies because writer focus on seeing the changes that are obtained after using this Reading Workshop learning model. And a lot of previous study were used classroom action research, while the writer use quantitative research.

2.5 Conceptual Framework

The ability to read for a student was a basic skill that must be mastered. However, many of the students have low reading skills. Many of the students mispronounce the correct words and do not know the meaning of what they have read. The reading workshop model was a learning model that researcher believe can help students learn reading comprehension. All will be explained in the following conceptual framework table. The conceptual framework of this research gave as describe in the following:

Table.2.5. The Conceptual Framework



The input in this study is the method used to teach both the experimental class and the control class. The experiment class is a class that gets lessons using the Reading Workshop model. Meanwhile, the control class is a class that is taught using conventional methods. The output of this study refers to the reading ability of students after using the Reading Workshop model. Reading Workshop is a learning model that can increase students' reading interest so that they have more enthusiasm and easier reading comprehension learning. The teacher can design various and interesting reading learning activities so that students do not get bored with the monotonous lessons that are usually taught by the teacher. The writer believes that this model can improve the reading skill.

2.6 Hypothesis

Based on the problem of the study, the hypothesis can be formulated as the following:

Ho : There is no significant effect of Reading Workshop model on Student's Reading Comprehension.

Ha : There is significant effect of Reading Workshop Model on Student's Reading Comprehension.