

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter discusses some relevant theories which are related to the study. They are divided into six parts; reading, type of reading performance, definition and significance of text organization, teaching procedure of text organization, teaching and learning reading in junior high school and assessment in teaching reading. The discussion of each part is presented below.

1. Reading

a. The Definitions of Reading

According to Parel and Jain (2008: 113-114), reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects. They can catch what texts tell about. Also, they can learn the language because the texts provide the structures of the language to learn. Nunan (1991: 72) states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Thus, students try to understand the texts. It is needed because individual learning is sometimes effective for students.

Furthermore, Parel and Jain state that reading is an active process that requires a great deal of practice and skill. It consists of recognition and comprehension skill. It is not a passive activity because actually readers think and analyze meaning (Moreillon, 2007: 23; Parel and Jain, 2008: 113). For example, when students read pronunciation books, they are required to pronounce words that are related to the books.

In addition, through reading, students can recognize texts. They can analyze the detail information of texts. They can also analyze the structures that are related to the texts. In this learning students and teachers learn together.

The teacher can teach the content and structure of texts to the students and on the other hand they pay attention to analyze the texts together with the teacher. Nuttal (1987) says that the process of identifying written words is mainly the concern of the teacher in early reading.

Therefore, reading is an activity to get information in written language. Readers can get information for their need. It can support their learning to master the language, so that reading is a useful activity to expand knowledge.

b. Reading Comprehension

Mikulecky and Jeffries (2007: 74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.

Comprehension is the purpose of reading. Readers read texts to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer questions or make prediction.

Trabasso (in Mc namara, 2007: 29) says that the core of comprehension is an ability to mentally interconnect different events in the text and form a coherent representation of what the text tells about. Understanding what texts tell about means that readers get ideas from texts.

In addition, Trabasso (2007) also adds that the whole text consists of words, sentences and paragraphs. It means that to comprehend the content of the text, readers should comprehend words, sentences and paragraphs in the text. Meanwhile, the basic good comprehension of the content of the text is to understand the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs. To sum up, comprehending a text refers to understanding the context of the whole text, not only comprehending words, sentences, but also paragraphs and the whole text.

c. Teaching Reading Comprehension

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences (Gray in Parel and Jane, 2008: 114). Kimble and Garmezy in Brown (2000) assume that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.

According to Nunan (2003: 75), many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

Cognition can be defined as thinking. Metacognition can be defined as thinking about someone's thinking. In order to teach for comprehension, readers should monitor their comprehension processes and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

It is an excellent technique for engaging students in meaningful cognitive and metacognitive interactions with texts and for assisting students in the process of constructing meaning from texts. Beck et al. in Nunan (2003: 75) emphasize that this activity is to be done during the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in order to make sense of what is being read. Students learn to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

2. Types of Classroom Reading Performance

According to Brown (2000: 312-313), a variety of reading performance in the classroom is derived more from varieties of texts to which teachers can expose students than from the variety of overt types of performance. The types of reading performance are.

a. Oral reading

Occasionally, teachers ask their students to read orally at the beginning and intermediate levels because oral reading can serve as an evaluative check on bottom-up processing skills, double as pronunciation check, and serve to add some extra students' participation.

b. Silent reading

Silent reading is categorized into intensive and extensive reading. Intensive reading gives attention to grammatical forms, discourse maker or other detail structures for the purpose of understanding literal meaning, implications and or rhetorical relationship. Nuttal (1987: 38) supports that the intensive reading asks for the text under the guidance of a teacher or under the guidance of a task which forces students to pay a great attention to texts. The aim of this approach is to arrive at a profound and detailed understanding of the texts. Then, extensive reading is carried out to achieve a general understanding of a somewhat longer text (book, article and/or essays). It can sometimes help learners get away for their tendency to look up words that they do not know, and read for understanding. Nunan (2002: 210) supports that main points in getting successful in the extensive reading program is the readers need to provide the books which either chance.

Yet, extensive reading can be divided into skimming and scanning. Skimming is a process of glancing rapidly through the text to determine its gist. It means quickly naming one's eye over the text. This technique refers to the way of reading in which readers quickly run their eyes across a whole text for its gist. Then, scanning stresses on the glancing rapidly through a text either to search for a specific piece of information such as name and date. Then, it gets an initial impression of whether the text is suitable for given purpose.

In addition, according to Nunan (2003: 69-73), understanding the process of reading is needed by readers. They need models of how the printed word is understood. The models of reading process can be divided into three categories, such as bottom-up models, top-down models and interactive models. The detail explanation is as follows.

1) Bottom-up models

In this stage, the readers build up a meaning from the blank mark on the page, recognizing letters and words, and working out sentence structure in that case. Hence, students start with basic letters, sound recognition, and then they build up to identification grammatical structures, sentences. They understand letters, letter clusters, words, phrases, sentences, longer texts and finally meaning is the order in achieving comprehension.

Within a bottom-up approach to reading, the most typical classroom focus is on what Nunan calls intensive reading. It involves short reading passage followed by textbook activities to develop comprehension.

2) Top-down models

In this process, the readers draw on their own intelligence and experience to comprehend texts. They can make the prediction based on the schemata that they have acquired to understand the text. This approach focuses on generating meaning rather than on the mastery of word recognizing.

Extensive reading plays a key role in top-down approaches to reading. It means reading many books, without a focus on classroom exercises that may test comprehension skills.

3) Interactive models

In these models, readers combine both models; intensive and extensive models. Here, teachers provide learners with shorter passages to teach specific reading, and then they also need to encourage learners to read longer texts without emphasizing on testing their skills.

3. Definition and Significance of Text Organizations

Recognizing text organizations are a way to know the content of a text. It is used to make the readers comprehend the topic. Mikulecky and Jeffries (2007: 142) say that recognizing text organizations are patterns to present ideas in a way that makes sense.

Klingner, Vaughn, Boardman (2007: 87) state texts are organized to guide readers in identifying key information and making connections among ideas. Texts supply much information that readers can catch. Those also have ideas that are

delivered to readers. Each paragraph in the text has an idea that is related each other so that the reader should connect each idea to have a good comprehension.

Texts have structures and patterns that students need to know. Each pattern has a function to get the detail or good information that is related. By understanding text organizations, they can understand the content of the text. They find the ideas and the meaning of the text because there are patterns in the text.

4. Components of Text Organization

Recognizing text organizations or patterns of texts are an important part of reading comprehension because a writer draws his or her ideas in patterns to make sense. By recognizing the patterns, the readers understand and follow the writer's ideas easily. Moreover, understanding English text are not only knowing or recognizing the words, but it needs to understand the patterns of the texts to have efficient comprehension.

Miculecky and Jeffries (2007: 105-141) say that there are six common patterns found in English paragraphs.

a. Listing

The writer states the main idea in the form of generalization and gives a list of details or examples to support that general statement. The key words/phrases in the main idea are such as *many, several, a number of, a variety of, a few, kinds of*.

The signals words/phrases are such as *for example, for instance, first, second, another, also, besides, in addition, final, last, most important*.

The example is as follows:

Read the paragraph and the information below. Then underline the signal words in the paragraph.

There are several different theories about the origin of the Moon. One theory, called the fission's theory, states that early in the life of Earth, a piece broke off, and that piece became the Moon. A second, closely related theory is that the Moon is composed of several pieces of Earth that broke away from our planet. Yet another theory is that the Moon formed elsewhere in the solar system and was captured by Earth's gravity.' The final theory states that a huge piece of planetary rock struck Earth and broke up into pieces. One of the pieces became the Moon.

(Miculecky and Jeffries, 2007: 135)

The analysis is as follows.

Topic: Theories about the origin of the moon

Main idea: There are several different theories about the origin of the moon.

Key word in the main idea: Several

Supporting facts and ideas:

Signal words and phrases	Details
One theory	A piece of earth broke of (fission theory).
A second	Several pieces of Earth became the Moon.
Yet another	The moon formed elsewhere in the solar system.
The final	A piece of a huge planetary rock struck earth and became the moon.

b. Sequence

In the sequence pattern, the writer explains the main idea with a series of events or steps in a process that follows one after the other in time order. The key

word/phrases in the main idea are such as: *began, account, story, process, history, sequence.*

This pattern is also called chronological, so it is a story told chronologically. Therefore, this pattern constructs events chronologically so that it can make a reader catch the message.

The signal words/phrases are such as: *first, second, then, next, after, while, since, then, soon, finally, at last, in, last June, later, over time, the next step, the following week.*

The example is as follows:

Read the paragraph and the information below. Then underline the signal words in the paragraph.

Close-up study of the planet Mars began when rockets were developed that could send scientific instruments into space. In 1965, the first observations of Mars were done by the American spacecraft *Mariner 4*, which flew near the planet to collect data and take photographs. Four years later, more data and photographs were collected by *Mariners 6 and 7* as they flew past the planet. Then, in 1971, *Mariner 9* actually went into orbit' around Mars, and during the following eleven months, sent back more than 7,000 images before contact with the spacecraft was lost. The next major step, in 1976, was the landing of two Viking crafts on two different areas of Mars' surface. These landers were able to send back important data about the atmosphere 2 of the planet.

(Miculecky and Jeffries, 2007: 136)

The analysis is as follows.

Topic: Close-up study of Mars

Main idea: Close-up study of Mars began when rockets were developed that could send probes into space.

Key word in the main idea: began

Supporting facts and ideas:

Signal words/phrases	Details
In 1965	The first spacecraft flew near the planet
Four years later	More photographs were collected of the planet
Then, in 1987	Mariner orbited Mars
During the following eleven months	It sent back more than 7000 images.
The next major step, in 1976	The landing of two Viking crafts on Mars' surface

c. Comparison/ Contrast

In this pattern, the writer's main idea is a general statement about two things and how they are similar and/or different. There are similarities and differences about two things. The key words/phrases in the main ideas are such as: *similarities, differences, both, in common, same, different, compare, and comparison.* The phrases for similarities are: *similarly, also, in the same way, as, like, both, in common.* Then, those for differences are: *however, but, on the other hand, although, while, in contrast, than, conversely, yet, unlike.*

The example is as follows.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

Astronomy and astrology are similar in some ways, but they differ in a very important way. In both fields, the experts study planetary motion and constellations (groups of stars), and they use telescopes, tables, and charts to do their work. However, astronomers study the heavenly bodies as a science, and over the years people have used astronomy to discover more about the universe. Astrologers, on the other hand, use their knowledge of the heavenly bodies to advise people about their life situations. This is not science, but a belief that what happens in our lives is affected by the positions of the moon, sun, and planets.

(Miculecky and Jeffries, 2007: 138)

The analysis is as follows.

Topic: Astronomy and Astrology

Main idea: Astronomy and Astrology are similar in some ways, but they differ in an important way.

Key word and in the main idea: similar and differ

Supporting facts and ideas:

Signal words/phrases	Details
Both	Experts study planetary motion and constellation.
However	Astronomers study heavenly bodies as a science.
On the other hand	Astrologers advise people about their lives.

d. Cause/ Effect

In this pattern, the main idea is that one action or event that is caused by another action or event. Key words/phrases in the main idea and the signal words

for details are the same and often include: *causes, leads to, creates, brings about, makes, provokes, produces, gives rise to, contributes to, is due to, is the result of, comes from, results from, is produced by, is a consequence of, follows, is caused by.*

The example is as follows.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

In 2003, two robotic rovers landed on Mars and began sending back data about the possible existence of water on the red planet. This close examination of Mars was the result of new and improved technology. Because of advances in telecommunication systems, scientists on Earth can send commands faster and receive data in greater amounts. New software in the rovers led to their increased ability to make independent decisions and avoid dangers and hazards on their own. As a result of new technologies for severe environments, the rovers and their interior computers were able to survive the extreme cold and hot conditions in space and on Mars. And due to their new improved wheels the twin rovers could move around the rocky Martian landscape with ease.

(Miculecky and Jeffries, 2007: 139)

The analysis is as follows.

Topic: Close examination of Mars

Main Idea: This close examination of Mars is the result of new and improved technology

Key word in the main idea: the result of

Cause: New and improved technology

Effect: Close examination of Mars

Supporting facts and ideas:

Signal words/phrases	Details
Because of	Advances in telecommunication- send command and receive data faster
Led to	New software-increased abilities of the rovers
As a result of	New technology - rovers and computers can survive extreme conditions
Due to	improved wheels—the rovers can move around with ease

e. Problem/ Solution

There are some patterns here. Firstly, the main idea is mentioned in a problem and it indicates one or more solutions. Secondly, the paragraph always consists of two parts: 1) a statement and 2) a description and explanation of how it is solved. Then the last, there are often no signal words for the details. The key words/phrases in the main idea are such as *situation, trouble, crisis, dilemma or issue*. *In the body of the paragraph, key words include: solve, solution, resolved.*

The example is as follows.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

Beginning in the 1600s, astronomers had realized that their telescopes had serious limits. They had managed to build stronger and better telescopes, but no matter how strong the new telescopes were, they were less than satisfactory. The astronomers were able to view objects only when the objects were in view of Earth. At the same time, however, Earth's light and atmosphere made it difficult to see many heavenly objects. Thanks to the Hubble Telescope, this has been solved, because the Hubble is not just a telescope. It is a digital camera on a satellite that travels about 370 miles (600 km) above Earth, making a complete orbit every ninety-seven minutes. Since 1990, Hubble has been able to take digital pictures of planets, galaxies, comets, and more, and these are sent back to Hubble headquarters for scientists to study.

(Miculecky and Jeffries, 2007: 140)

The analysis is as follows:

Topic: Telescopes

Main idea: Telescopes were limited, but the new Hubble telescope has solved the problem.

Key word in the main idea: problem, solved

Supporting facts and ideas:

Problem	Solution
Telescopes could view objects only when they were in view of Earth.	A new kind of telescope

f. Extended Definition

Some complicated processes in the paragraph are explained or defined. Usually, the main idea or first sentence of the paragraph states a dictionary definition of the concept or the process, followed by a description and/or an explanation. There are usually no signal words for the details.

Key words/phrases in the main idea include: *consists of, is, seems to be, are.*

The example is as follows.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

A solar eclipse is an astronomical event during which the Moon seems to cover the Sun. When the Moon passes between the Earth and the Sun, all or part of the Sun's light is blotted out. The Moon, in fact, is much smaller than the Sun, but it is also a great deal closer to the Earth. As a result, both the Sun and the Moon seem to be about the same size to us. During a total eclipse, the Sun, the Moon, and the Earth are all in a straight line and the Moon completely hides the Sun from view. A partial eclipse occurs when the three bodies are not exactly in a straight line. In an annular solar eclipse, the Sun is visible as a bright ring around the Moon because the Moon is farthest from the Earth.

(Miculecky and Jeffries, 2007: 141)

The analysis is as follows.

Topic: Solar eclipse

Main idea: A solar eclipse is an astronomical event during which the Moon seems to cover the Sun.

Supporting facts and ideas:

Explanation or description
How and why a solar eclipse occurs. Three different types of solar eclipses.

Moreover, Meyer (in Klingner, Vaughn, Boardman 2007: 89-92) states that there are five basic text organizational structures and his signal words. However, there are some patterns that are different in name from Miculecky and Jeffries' theory. Miculecky and Jeffries call *comparison and contrast*, but Meyer calls *Comparison*. Then, *cause/ effect* are for *causation*. There is also an additional pattern for Meyer's theory. It is *description*, but in Klingner, Vaughn, Boardman's

statements do not mention *extended definition* in their patterns organization. The patterns cover description, sequence, causation, problem/ solution, comparison, and listing. Each is explained as follows.

a. Description

This pattern is to describe the attributes, specifics, and or settings. The main ideas are ‘who, what, where, when, and how.’ The signal words are ‘*for instance, this particular, specifically, such as, attributes of, properties of, characteristics of, qualities of, in describing.*’

b. Sequence

The pattern is used for groups’ ideas by order or time. The main idea is the procedure or sequence of events related. The signal words are: *First, next, then, afterward, later, last, finally, following, to begin with, to start with, as time passed, continuing on, in the end, years ago, in the first place, before, after, soon, recently.*

c. Causation

The pattern presents causes or cause-and-effect relationships between ideas. The main idea is organized into cause-and-effect parts. The signal words are: *if/then, as a result, because, since, for the purpose of, caused, led to, consequences, thus, in order to, this is why, the reason, so in explanation, therefore.*

d. Problem/solution

The pattern shows a problem and solution. The main idea is organized into two parts: *a problem part* and *a solution part, or a question part and an answer part*. The problem contains *problem, question, puzzle, enigma, riddle, hazard, issue, query, need to prevent, and the trouble*. The solution contains *solution, answer, response, reply, rejoinder, and return, to satisfy the problem, to take care of the problem, to answer the problem, to solve the problem, to set the issue at rest*.

e. Comparison

The pattern is related to ideas on the basis of differences and similarities. The main idea is organized into parts that provide a comparison, contrast, or alternative perspectives on a topic.

There are the signal words skimming both comparing and contrast. For comparing, the signal words consists of '*alike, have in common, share, resemble, the same as, is similar to, looks like, is like.*' Then, for contrast consists of '*in contrast, but, not everyone, all but, instead, however, in comparison, on the other hand, whereas, in opposition to, unlike, differ, different, difference, differentiate, compared to, whereas, although, despite.*'

5. Teaching Procedure of Recognizing Text Organizations

McGee and Richgels (Klingner, Vaughn, Boardman 2007: 91-92) recommend a seven-step procedure for providing instruction in any one of a number of specific text structures:

- (a) Selecting a textbook passage that is a good example of the structure that teachers want to teach.
- (b) Preparing a graphic organizer showing key ideas and how they are related (the structure).
- (c) Telling students that it is powerful to understand how writers organize their ideas by applying their knowledge in text organization. Introducing the idea that texts have different organizational patterns.
- (d) Introducing students to the text structure and showing them the graphic organizer.
- (e) Explaining that text structures can sometimes be identified by certain signal words and Modeling ways students can use clues to identify text structures.
- (f) Encouraging them to use key words to show the relationships among ideas.
- (g) Helping students visualize patterns and the ways ideas are connected. Making use of the overhead projector or the computer to involve the class in completing a graphic organizer illustrating the text structure.

6. Teaching reading comprehension of students of junior high schools

Teaching teens are not easy things, because they have some factors that should be considered. Brown (2000: 92) says that the terrible teens are an age of transition, confusion, self-consciousness, growing, changing body and mind. They are also ultrasensitive to how others perceive their changing physical and they have emotional along with their mental capabilities. Hence, a very special set of considerations applies to teach them.

In the transition age, students of junior high schools still need extra teaching. It happens because they cannot study independently. They still need repetition in certain materials. The teacher should help them in learning the language. He should also be able to command them to learn a certain topic because they still need a help to study.

The school-based curriculum in Indonesia called *KTSP* of English junior high school (Depdiknas: 2006) identifies that there are four levels of literate; they are performative, functional, informational, and epistemic level. In the performative level, people are able to read, write, listen and speak with symbols that are used. The functional level means that people are able to use the language in fulfilling daily needs. People in the informational level are able to access the knowledge with the language ability. In the epistemic level, people are able to realize the knowledge into the target language (English). English teaching in junior high school is targeted to reach the functional level that is communicated in written and orally to overcome the daily needs.

Yet, the Ministry of National Education puts into use a new curriculum introducing a new approach for teaching English: the genre-based approach. It is suggested that the teaching of English as a foreign language in Indonesia should be text-based. The curriculum emphasizes texts as the base in the teaching and learning process. School-based curriculum in Indonesia called *KTSP* recommends the introduction of at least five different types of texts: recount, narrative, procedure, descriptive and report texts to develop junior high school students' English language skills. Using these types of texts, students are expected to gain

certain target competences. For example, the target competence of listening for junior secondary school students is to understand and comprehend the meaning of narrative, recount, procedural, descriptive and report texts in the form of spoken texts, interpersonal and transactional interactions, and formal and informal situations, all of those are in the context of everyday communication (Depdiknas, 2006b).

7. Assessment in Teaching Reading

According to Nunan (2003: 77), both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment includes information from reading comprehension tests as well as reading score data. Qualitative information can include reading journal responses, reading interest, and responses to reading strategy.

B. Conceptual Framework

Reading is a process of recognizing meanings that are related to texts. By reading, students can get information from texts and they can make use the information to answer questions. They can also have data to respond to certain issue. After reading texts, they are expected to understand the meaning of printed words. Yet, reading comprehension is making sense of what readers read and connecting the ideas in the text to what readers have already known. Hence, comprehension is the purpose of reading or learning. Comprehending a text refers to understanding the context of the whole text, not only comprehending words, sentences, but also paragraphs and the whole text. Readers read texts to get

opinions or ideas that are related to the text. They try to understand what the text tells about.

A variety of reading performance in the classroom is derived more from variety of texts to which teachers can expose students than from the variety of overt types of performance. Understanding the process of reading is also needed by readers. They need models of how the printed word is understood. The use of an appropriate approach can engage the teacher and readers in queries about the text as the material that is being read.

In the school-based curriculum in Indonesia called KTSP especially for junior high schools, students are required to have ability to use the language to fulfill daily need such as reading newspapers or other sources. Hence, they should be able to comprehend texts to fulfill their needs. Moreover, in tests or National Examination in Indonesia called UAN, almost all questions are constructed by texts. Mostly the questions ask about looking for detail information, general information, implicit meanings etc.

For junior high schools students, reading can also support their learning to master the language, so that reading is a useful activity to expand knowledge. English teaching in junior high school is targeted to reach the functional level that is communicated in written and orally to fulfill the daily needs.

However, students still have difficulties in understanding reading texts. They still ask each other to comprehend each text. When they are required to identify the main idea of the text or to find the detail information of the text, they often have mistakes even they cannot answer the questions. They often get

confused when they read a long English text. The difficulties can lead them have less comprehension. They often think that a long text was too difficult to comprehend, so that it makes them bored to start looking for the certain information.

Students need a way to comprehend texts so that they can respond to the questions that are provided. Texts are constructed in many patterns that students can use to support their comprehension. Meanwhile, the questions surely come from the texts. Hence, comprehending texts needs skills to catch the meanings that are delivered.

Recognizing text organizations are a way to know the content of a text. It is a pattern to present ideas in a way that makes sense. By understanding the patterns organization, readers find the ideas or even the detail information of the text because the writer draws ideas into patterns to make sense.

Recognizing text organizations or patterns of texts are an important part of reading comprehension. It is because a writer draws his or her ideas in patterns to make sense. By recognizing the patterns, the reader will understand and follow the writer's ideas easily. Moreover, understanding an English text is not only knowing or recognizing the words, but it needs to understand the patterns of the texts to have efficiently comprehension.

There are two opinions to explain patterns organization. The first is from Miculecky and Jeffries and the next is from Klingner, Vaughn, and Boardman. Both opinions are same in the definition and explanation. However, some of them have differences in the names of patterns organization. Miculecky and Jeffries call

comparison and contrast, but Meyer calls *Comparison*. Then, *cause/ effect* are for *causation*. There is also an additional pattern in Meyer's theory. It is *description*, but in Klingner, Vaughn, Boardman's book does not mention *extended definition* in their pattern organizations. The researcher implements the strategy that is mentioned by Klingner, Vaughn, and Boardman.

By applying recognizing texts organizations, students can have a strategy to understand the texts. They can have a strategy to know the main idea, topic, supporting detail, and other information that is related.