

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study.

Over the years, English has been an integral part of education and officially taught as a foreign language in the country since 1950. The status of English in Indonesia is well documented in the state decree number 096/1967 of the Ministry of Education and Culture of the Republic of Indonesia. This status clearly defines English as a foreign language and as a compulsory subject within the curriculum from secondary schools to tertiary levels throughout the country. For over more than two decades from 1950 to 1975, the objective of teaching English has been to enhance reading skills for dealing with English academic text. As core content within the national curriculum, English contents included other skills, such as listening, speaking, writing, and with still greater emphasis on reading in year 1984 up to 1994. A shift of content orientation underwent slight changes with moderate emphasis on communication and writing at both curriculum year 2004 and 2006 (Minister of Education and Culture, 2012).

In Indonesian national curriculum, English is imposed as one of core components and as a foreign language throughout Indonesia. Students ought to learn four skills in English: speaking, listening, reading, and writing. Reading is one of the four language skills students should learn since it simplifies receiving information, knowledge, and science. According to Grabe and Stoller (2002;9), reading is the process of obtaining information from a piece of paper and interpreting it effectively. The students will extract information from the text in the most effective way possible.

According to the *EF EPI 2023 – EF English Proficiency Index*, Indonesia is still ranked 79th in Asia, with a geographic score of 448th in the Sulawesi region. This data demonstrates that Indonesia ranks lowest in English proficiency and needs to improve. In Indonesia, the government places English is a required subject in junior high and senior high school. However, in practice, students may not be efficient. In the 23rd century of learning, the ability to read fluently is vital, especially in English education. Indonesia scored 68th in the 2022 Program for International Student Assessment (PISA) results, which were announced on December 5, 2023, with a reading score of 371. These findings indicate a decrease in Indonesian students



the last four years (2018-2022). This reduction implies that the current system deserves examination and reform, particularly in methodologies for improving students reading skills.

Reading is a very important ability for developing students' literacy. Good literacy helps students comprehend and analyze information, as well as build critical thinking skills for everyday life. Because written text conveys so much information, reading abilities are also essential for academic achievement in

many other courses. The PISA 2022 and *EF EPI 2023* results suggest that many students in Indonesia do not have adequate text comprehension. This can have an impact on their capacity to learn properly in class and master the material. Furthermore, not sufficient literacy can prevent students from accessing crucial information necessary for sound decision-making and full participation in society. Therefore, improving students' reading skills should be a top priority in the education system. More effective learning strategies can help students develop better reading skills, enrich their learning experience and ultimately improve overall literacy.

Reading is a form of communication between reader and writer that necessitates expertise in order to understand the aim of the writer. Reading is receptive, in which readers decode meanings based on the writer's thoughts. Carrell et al. (1988) stated that reading is defined as the process of decoding, which consists of reconstructing created letters and words and building the text from the smallest textual unit at the "bottom" (letter and word) to larger and larger units at the "top" (phrases, clauses, and intersectional linkages). In other words, readers are expected to engage with the material beyond simply reading it. They must recognize the printed elements and obtain the meaning in understanding the text.

(Ganie et.al, 2019) stated that Reading is essential since it helps us to learn from English-language textbooks, newspapers, and periodicals. Reading, listening, speaking, and writing are all English skills (Agustin et.al.2023). Reading and interpreting texts are essential for students to gain knowledge. Therefore, improving students' reading comprehension is essential not only for English language acquisition but also for improving students' overall ability to comprehend.

Reading comprehension is an active thinking process, not just an understanding of what has been read, according to Tarigan (1994). It requires active thinking, not just comprehension skills. It involves evaluating students' prior knowledge, and vocabulary, and learning word-concept relationships, which involves judgment and evaluation. In an educational setting, students must have comprehension skills to quickly collect knowledge, such as capturing what they are being taught in order to achieve the goal of the learning process. Reading comprehension is an essential skill for academic and professional success, allowing people to effectively engage with a wide range of written materials and extract significant insights. Proficient reading comprehension is required in all subject domains, as students are expected to read, comprehend, and analyze more complex texts as they proceed through their education.

Agustin et.al (2023) stated that Reading comprehension is important in the



cause the reader builds an understanding of the text. Readers use their thinking with the collection of letters, words, and phrases to gain comprehension reading is an activity that creates an understanding of the meaning of the text, which can then be translated into one's own words, this understanding makes reading meaningful to oneself and others. Reading comprehension is the process of improving and understanding the reading material stronger, to identifying the situation,

object, function, and effect of reading. Reading comprehension is a challenge for English learners, particularly those pursuing deeper learning. The results of the teacher's test show that there are several flaws and challenges with reading comprehension skills. Students' unfamiliarity with vocabulary items, limited time, and lack of reading practice are all factors to consider. Effective reading classes require teachers to have both technique and strategy (Linse & Nunan, 2005). English as a Foreign Language (EFL) learners often struggle with reading comprehension due to lacking reading comprehension, a complex process that requires the integration of various language skills, is an important skill, is an important aspect of EFL learning and academic success. Reading effectively is essential for overcoming these challenges and improving students' reading comprehension skills.

Several studies have explored the challenges and problems of reading comprehension among English as a Foreign Language (EFL) learners. Kasim and Raisha (2017) investigated the linguistic and non-linguistic difficulties that EFL students face in reading comprehension and found that 80% of the problems were due to insufficient vocabulary knowledge. Similarly, Satriani (2018) reported that students struggle with reading comprehension for various reasons, including a lack of motivation, long and unfamiliar texts, and complex vocabulary and sentence structures. Ganie et al. (2019) demonstrate that significant challenges in comprehension of English texts fall into three categories: problems from students, teachers, and the environment. The primary challenges for students are a lack of vocabulary, fundamental English abilities, and enthusiasm. Ineffective teaching approaches present a challenge for teachers. External issues include a lack of supporting materials and an adverse atmosphere in which students rarely hear or utilize English in common circumstances. Saraswati et al. (2021) discovered that eighth-grade students at SMPN4 Tegallalang had substantial issues with reading comprehension. 72% of students struggled to explain a fundamental concept, 70% struggled to locate a reference, 68% struggled to comprehend language, 67% struggled to identify particular material, and 63% struggled to conclude. The average student reading comprehension score was 41, much below the minimum norm of 70, indicating the need for intervention to improve students reading comprehension skills.

Based on several studies, it can be concluded that students face various difficulties in reading comprehension. The main problems include lack of drive, lack of sufficient vocabulary, and difficulties with long, unfamiliar texts and complex sentence structures. Other problems are ineffective teaching and an unfavourable



is rarely used or heard by students in daily life. Students have comprehension scores due to these difficulties, which suggests that it is necessary to improve their reading skills.

Providing reading materials is the first step in teaching English in the EFL classroom. Teachers want to encourage students to ask questions, seek information, and learn widely. Instead of being a burden, education is intended to be a tool that provides the tools they need to maximize their potential and contribute

to society. English teachers recognize this goal. To create a welcoming environment for English learners, resources have been carefully selected to benefit both students and society. Most of these materials have been taken from books, Hussain et al. (2011) showed that teachers can identify what materials students need according to their learning level after knowing the results of students' pre-test and evaluation. By preparing teaching materials in accordance with student learning needs, teachers can automatically formulate the goals and objectives of these materials (Anas, 2019). To help students develop their vocabulary, teachers can also assign pleasurable reading, such as magazines or literary works (poetry, prose, and play scripts) that are appropriate for their comprehension. Comprehensive reading of literary works can greatly enhance vocabulary acquisition, claim Deepa & Ilankumaran (2018). As a result, this reading exercise will assist students in developing their language proficiency, especially in grammar and vocabulary. Thus, based on the perspectives of experts, this research will address the usage of literary works in language learning methods.

Several studies have investigated techniques for improving reading comprehension in Literature-based Learning. Satriani (2021) and Imbaquingo (2023) showed that problem-based and project-based learning can help students improve their reading comprehension. These strategies improved students' critical thinking skills, encouraged them to apply their comprehension skills, and raised their enthusiasm and competency in literature. Alharbi (2015) emphasized the relevance of writing in boosting reading comprehension because it allows students to absorb and learn content. These studies together demonstrate that a combination of strategy instruction, problem-based learning, project-based learning, and writing can be successful in boosting reading comprehension in Literature-based Learning.

Block (1993) discovered that a program that taught reading and thinking techniques using a literature-based curriculum greatly enhanced students' reading comprehension, cognitive strategy use, self-esteem, and critical thinking ability. Mart (2018) argues that literary works are very effective in language learning models to improve students' language skills. Literature can be a wise choice if the learning objective is to improve language skills (reading, listening, writing and speaking). Students can read a collection of English poems, and practice the pronunciation of the words on the poem sheet if they want to improve one aspect of language, namely pronunciation, as Mart explained. Students can improve their reading skills by reading novels or short stories.

Bartan (2017) believes that reading literary works enhances students' writing



reading literary works not only provides information and triggers students' imagination, giving them the opportunity to what they feel. As indicated by some of the researchers above, ) highlighted that, in addition to strengthening language skills, nique and interesting story material that can attract students to ause literary works are the result of thinking that is inherent in eller (Faruk, 2015), which helps foreign-language students

understand the meaning and context of the story. Terms used by characters in novels, such as idioms, terminology, and poetic words, can actually be used and expressed in everyday conversations as well.

The teacher plays an important role as a facilitator and guide in providing choices of texts and approaches to interpreting them. Teachers should not be passive observers. Instead, they should plan and prepare to engage their students in the lesson and encourage them to express their opinions. This requires knowledge of the different literary works that will be presented in the lesson. This includes pre-reading and schemata building activities.

Teaching using literature can promote students' social, psychological, emotional and intellectual development. Reading literature pushes students' intellectual limits by requiring them to understand multiple points of view, evaluate complex stories, and think critically. Students who interact with literary characters and narratives can relate to situations and emotions different from their own, which develops empathy and emotional intelligence. Through literature, students can investigate their personal identity and beliefs, cultivating mental fortitude and self-awareness. As students express and respect different points of view, classroom literary discussions foster cooperation, communication and awareness of cultural diversity. Students' overall educational experience is enhanced by holistic growth through this literature, which equips them to handle the complexities of relationships and obstacles in the real world.

Literature- based Learning has great potential to improve students' reading comprehension skills. By engaging students deeply in literary texts, encouraging them to think critically, and expanding their vocabulary and language structures, this approach can help students achieve a deeper understanding of the texts they read. Various studies have shown that this approach is effective in improving various aspects of reading skills, making it a valuable strategy in SMPN 1 Lore Timur. This method, which is based on Louise Rosenblatt's Reader-Response theory, encourages active interaction between the reader and the text to produce a work.

The Reader-Response approach focuses on the role of the reader and the approach focuses on the process of reading literature. It supports activities that encourage students to use their personal experiences, opinions and feelings when reading literature. Rosenblatt's (1978) theory of literary reading explains the important relationship between the reader and the text. This theory describes the transactional relationship between the reader and the poem. In literary works, certain events occur at a particular time and place. Different readers respond to these events in different ways based on their own interests and experiences. The



tween the text and the reader is emphasized by this viewpoint. and Driscoll (1997) and Schwartz et al. (1998), this viewpoint is own reading theory, which holds that students make sense of comprehend the work by drawing on their schemata—a bject from prior personal knowledge and emotions. Therefore, nts above, the aim of this research is to evaluate how effective arning is and how it can improve language skills in particular

student reading skills by focusing on reading and analyzing literary materials, Literature- based Learning provides students with the opportunity to engage more closely with texts and gain deeper understanding. This research uses the Reader-Response technique to examine how students respond to and interpret literary works based on their own experiences and how these interpretations can impact the development of reading comprehension skills. This research specifically tries to determine how much Literature- based Learning is used in existing classroom settings and to create techniques that can maximize its use to improve students' reading comprehension.

This research was conducted at SMP Negeri 1 Lore Timur, located in Maholo Village, East Lore Sub-district, Poso District, Central Sulawesi Province. According to data from Dapodikdasmen, this school is a public junior secondary school under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. SMP Negeri 1 Lore Timur has a total of 284 students spread across several grade levels. The teaching staff at this school consists of 17 teachers representing a wide range of subject areas. Notably, there is only one English teacher responsible for teaching English skills at all grade levels, as indicated by the Dapodikdasmen data. This highlights the limited human resources available for teaching foreign languages, particularly English, which poses a significant challenge in the teaching and learning process at this school.

Based on the observation at SMPN 1 Lore Timur, students face several challenges in their English reading skills. One of the main problems is their limited vocabulary which hinders their understanding of texts, especially those using complex sentences. In addition, students are also not used to reading long texts, so they easily lose focus and have difficulty understanding the content of the text as a whole. Reading practice in class is still limited, focusing more on theory without intensive practice that actively involves students, so they have difficulty identifying important information in the text. Motivation to read also tends to be low because the texts used are not interesting or relevant to their lives, so reading is often considered a boring task. Exposure to English reading materials outside the classroom is also minimal due to the lack of learning resources such as reading books. In addition, the fear of making mistakes, both in pronunciation and comprehension, often discourages students from trying to read in front of the class. To overcome these obstacles, an approach such as Literature-based Learning is an effective solution, as it engages students in a more enjoyable and meaningful reading experience.

## 1.2 Research Questions



answer the question as follows :

1) How does the implementation of Literature- based Learning improve reading comprehension at SMPN 1 Lore Timur?

2) How do students perceive about the effectiveness of Literature- based Learning in improving their reading comprehension?

### 1.3 Research Objectives

This study aims:

1. To measure the improvement of students' reading comprehension after the implementation of Literature- based Learning at SMPN 1 Lore Timur.
2. To analyze students' perception about the utilization of Literature-based Learning in improving their reading comprehension.

### 1.4 Significance of the Research

This research has a significant contribution to the development of Literature-based Learning approach by integrating the Reader-Response theory in a SMPN 1 Lore Timur context. From a teacher's perspective, this research expands the understanding of how Reader-Response theory can be applied in teaching practice to enhance students' engagement and understanding of literary texts. Students will directly benefit from this approach through improved reading skills, higher motivation, and a more personalized and relevant learning experience. For researchers, this research opens up opportunities for further exploration of other methods in literature learning and their impact on various aspects of reading comprehension.

### 1.5 Scope of the Research

Determining the scope and limitations is essential to ensuring that this research is narrowly focused and not overly wide. As a result, the researcher wants to restrict the problem's scope. Initially, the deployment of Literature- based Learning strategies in a SMPN 1 Lore Timur setting is the main emphasis of this study. The purpose of the study is to assess the instructional use of literary texts and the effectiveness of the Reader-Response technique in raising students' reading comprehension. Second, a reading comprehension exam will be used in the study to compare students' comprehension levels before and after Literature-based Learning is implemented.



## CHAPTER II

### LITERATURE REVIEW

A Literature review provides some information in a specific research during a particular period. A review of related literature has an organizational order and combines both summary and synthesis. Based on definition above, this chapter discusses the content of the review of related literature. They are previous related research, theoretical background and conceptual background.

#### 2.1 Previous Study

Finding a topic in research is sometimes similar to the previous studies, in order to compare with other research here are some similar topics are discussed in this section.

The first research was conducted by Abraham T. Adewoye (2022) entitled "Application of Reader-Response Theory in EFL Teaching And Learning In Nigeria" This research focuses on ways to improve English language teaching and learning through literature in the Nigerian senior SMPN 1 Lore Timur system. The research focuses on whether the reader response method will expand the range of literature-based out-of-classroom communicative language teaching and give students the ability to build independence outside the classroom. The research will also emphasize the benefits of this technique, such as improving language skills and offering more suitable cognitive problems for Nigerian senior SMPN 1 Lore Timur students taking English language courses. The results show that the senior SMPN 1 Lore Timur curriculum does not provide a strong knowledge base framework.

The second research is by Hakim A.R et.al (2023) entitled "The Effectiveness of Digital Literature- based Learning Video on Improving Student's Digital Literature Skill". The purpose of this research was to determine how effective the use of learning videos is to help students gain a digital understanding of accounting education between the control class and the experimental class. This quasi-experimental research used a quantitative approach. The results showed that between the experimental class and the control class there was a significant difference in the effectiveness of the video in improving students' digital literacy skills. With a calculated t value of 2.881 and a Sig. value of 0.005, the experimental class has a higher mean score than the control class, with a difference of 5.375. This means that students in the experimental group were able to gain better digital literacy skills with the help of video learning.

The third research by Sukanya Kaowiwattanakul (2021) entitled "CEFR Based Using Literature to Enhance EFL Students' Reading Skills and Critical Thinking Skills". The objectives of this research were to find out whether reading and critical thinking skills at the C1 level were improved by literature activities, to find out whether students' critical thinking skills through literature courses were enhanced, and to find out whether students' reading skills about using literature activities to improve their reading and critical thinking skills. The sample consisted of 47 second-year English majors at a



public university in northern Thailand. Based on Reader-Response theory, the research found that participation in literature activities improved EFL students' reading and critical thinking skills. The students had average-level critical thinking skills, and they had positive attitudes toward using literature activities to improve their reading and critical thinking skills.

Another research by Itirna and Widiatama.D.A (2023) entitled "Students' Perception on the Implementation of Literature Circle Activities in Extensive Reading Class". This research aims to determine student perceptions of the application of Literature Circle in Extensive Reading (ER) classes. The design of this research is qualitative design research. This research was designed based on the problems identified and structured to suit the main objectives of the research so the researcher used descriptive methods. The findings of this research are the principles of ER have not been fully implemented in the Extensive Reading class, students' perceptions of the implementation of Literature Circle activities in ER classes have good benefits for students such as high interest and motivation in extensive reading, cognitive aspects, Literature Circle helps students to improve reading skills and gives them the freedom to choose books for pleasure, 77.8%, Literature Circle is an effective approach for Extensive Reading classes, 55.6%, affective aspects increase student involvement, the use of the Literature Circle method fosters greater student involvement in the learning process, 77.8%; and the conative aspect of applying the Literature Circles strategy actively engages students in reading while fostering their independence. Literature Circles serves as a cooperative learning tool that encourages students to take ownership of their reading choices and promotes autonomy in engaging with personally selected texts, 66.7%.

Veena Prachagool (2021) entitled "Literature and Project-Based Learning and Learning Outcomes of Young Students". The purpose of this research was to determine early childhood learning outcomes, using literature and project-based learning. Twenty-five young students were studied and the results were reported. Qualitative and quantitative data were collected through observation, focus group discussions, and interviews after the scenarios. Results showed that students had the highest understanding and ability to manage literature and project learning. In addition, based on various perceptions and learning potentials, they can provide literature learning and project management environments with the lowest and highest ranges. For early childhood education, literature learning and project-based learning are suggested.

Wike Idola Erya and Reza Pustika (2021) entitled "Students' Perception of Webtoon to Improve Reading Comprehension Skill" This students' perceptions of the use of Webtoon to improve reading . Webtoon is a new platform that can be used to improve the words used and interesting pictures. The purpose of this whether Webtoon can increase students' interest in reading . The respondents of this research were English Education as Teknokrat Indonesia. The results of this research showed



that students were more interested and motivated to improve their reading comprehension skills by using Webtoon.

The aim of this research is to study and optimize the use of Literature-based Learning to improve reading comprehension skills in SMPN 1 Lore Timur. During the process of developing this research, several previous studies have been found to have some similarities and differences with the research that the researcher will conduct.

A research by Abraham T. Adewoye (2022) titled "Application of Reader-Response Theory In EFL Teaching And Learning in Nigeria" focuses similarly on the use of literature and Reader-Response theory in senior SMPN 1 Lore Timur in Nigeria to enhance English language proficiency. This study demonstrates how the Reader-Response technique can enhance students' capacity for autonomous learning and broaden the scope of literature-based instruction outside of the classroom. The usage of literature and Reader-Response theory in this study are comparable to those in the present research; however, the geographical environment and educational system are different. In addition, research written by Hakim AR et al. (2023) entitled "The Effectiveness of Digital Book-Based Learning Videos to Improve Students' Digital Book Reading Skills" provides useful information. This study emphasizes the use of digital learning videos to improve students' digital literacy skills. Although the main focus of this study is digital literacy, the quasi-experimental approach and the use of digital technology provide a useful perspective for the research that the researcher will conduct.

The research to be conducted has many similarities with research conducted by Sukanya Kaowiwattanakul (2021) "Approach to CEFR-Based Learning: Using Literature to Enhance EFL Students' Reading Skills and Critical Thinking Skills." This study showed that literature activities can improve EFL students' reading and critical thinking skills. Although conducted on students in Thailand, this study focuses on improving reading skills through literature. While Itirna and Widiatama.D.A.'s (2023) study titled "Students' Perception of the Implementation of Literature Circle Activities in a Full Reading Class" is also relevant. This study shows that Literature Circle activities in the classroom provide benefits for students, as well as how they perceive this method. This study used a qualitative approach to understand the students' perspectives. A blended approach will complement the research. In "Literature and Project-Based Learning and Learning Outcomes of Young Students", Veena Prachagool (2021) analyzes the use of literature and project-based learning in early childhood. The findings on the benefits of literature in students's education may trigger new methods, although the focus is different at



dition, Wike Idola Erya and Reza Pustika's (2021) study titled "The Use of Webtoon to Improve Comprehensive Reading Skills" shows that the Webtoon platform can use modern media to improve reading skills. The focus in this study is different from the others, but the focus is on reading skills.

This study contributes and expands knowledge in the field of Literature-based Learning by integrating Reader-Response theory to optimize reading

comprehension in SMPN 1 Lore Timur, something that has not been widely explored in the Indonesian educational context. This study adds insight into how students' personal responses to literary texts can improve their reading skills, filling a gap from previous research that has focused more on contexts and education systems in other countries such as Nigeria and Thailand. With a mixed method approach, this study offers a more comprehensive view by combining quantitative and qualitative analysis, providing strong empirical evidence on the effectiveness of Literature- based Learning strategies. In addition, this study provides practical recommendations for teachers to implement this method effectively in the classroom, so as to promote the improvement of the quality of English language teaching and students' reading skills in SMPN 1 Lore Timur. Thus, this study not only enriches the existing literature but also provides concrete guidelines for better educational practices.

## 2.2 Theoretical Background

The present investigation is based on the following theoretical background : The Concept of Reading, reader response and Literature- based Learning

### 2.2.1 The Concept of Reading Comprehension

#### 2.2.1.1 Definition of Reading comprehension

The majority of students struggle with either comprehending the textbook during class or engaging with the learning process when they are reading in class. The students claimed to have read a book, but they remained silent when asked what they thought the book's major theme was. Parroting is the only kind of reading that it is not. Reading one book without understanding what you've read cannot be referred to as reading. Here are a few definitions of reading:

- a. According to Pang, Muaka, Bernhardt, & Kamil, (2003), reading is an activity to understand written texts.
- b. Widdowson (1979) defines reading as "the process of obtaining linguistic information through print". By saying "getting information", Widdowson seems to imply that reading is a fairly one-way process from the author or text to the reader. However, Widdowson does not want to be seen to imply this, as he has importantly endorsed the idea that the reader interprets and contributes to the incoming message.
- c. Goodman (1988) views reading as psycholinguistics guessing game. Meaning does not come from the printed letters alone. It involves the interaction between thought and language. Readers, while reading, hypothesis ideas, guess and predict what will come next, then they test

: those predictions.

et al. (1985) defined reading as the process of making from written text.

s the most important skill for getting the meaning and interact ext. According to (Pang, Muaka, Bernhardt, & Kamil, 2003), an activity to understand written texts. Moreover, Snow (2002) reading comprehension as :



“.. the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Therefore, reading is written text stimulates the reader in constructing the meaning and integrating the reading and writers’ mean through that written language to from the meaning it consists of three elements: the reader, the text, and the activity or purpose for reading. “

To be a high proficiency reader, a reader must be able to deduce word meanings and understand the main idea. Look for information and details, then draw conclusions (Mickulecky & Jeffries, 1996).

The researcher concludes by pointing out that reading is an interactive process that involves communication between the writer and the reader. Through the textual symbols, the readers get the meaning.

### 2.2.1.2 Models of Reading Process

Three categories—bottom up, top down, and interactive—can be applied to the models (H, Harris & Sipay, 1984). The three reading process models are discussed as follows: Bottom-up Models

1. Bottom- up Reading is essentially seen by models at this stage of the process as a translating, decoding, or encoding process. The reader begins with letters or larger units in this case, and as he works through them, he starts to predict the words and spells. Once the words are recognized, they are translated into inner speech, from which the reader understands the meaning in the same manner as when they are heard. In this process, accurate word recognition is thought to automatically result in reading comprehension. Advocates of these models have contended that this is simply the conversion of visual signals into a rough representation of spoken words. These models, which are best suited for beginning readers, are influenced by behaviorist psychology and structural linguistics. As a result, bottom-up models concentrated on identifying the words and phrases before locating the specific details to develop the text's meaning (Hammer, 2001).

The bottom-up reading model emphasizes written or printed text and says that reading is driven by a meaning-generating process (or, in other words, reading is text-driven), and reading proceeds from passage to passage. Gough (1972) offers a phonics-based or bottom-up model of the reading process, which describes the reading process sequentially, from letters to sounds, to sentences, and so on. However, the bottom-up model, which is considered to only perform processing in one direction, is recognized by some researchers, including Rumelhart (1977). The weakness of this

is that no higher-level information can alter or change lower-level processing. Sometimes, readers only need to use higher-level semantic processing to find the correct word.

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ading model, reading is meaning-driven and proceeds from

This approach emphasizes what the reader brings to the text.

s (e.g. Goodman, 1967; Smith, 1971) argue that effective



reading requires the ability to use the most effective cues, not a precise understanding of all aspects of words. They believe that readers understand the meaning of the text based on their prior language experience and knowledge. Most of these models (Goodman, 1967) are based on psycholinguistic theory, that is, the theory in which there is an interaction between thought and language.

(Goodman, 1967) defines reading as a process that involves using available language cues that are selected from perceptual input based on the reader's predictions. As the information is processed, tentative decisions about meaning are confirmed, rejected, or refined as the reading progresses. Graphic information in the top down models is used only to support or reject hypotheses about meaning. Readers feel like they are not limited to just one source of information: the letters they see. They also have two important types of information simultaneously: semantic cues (meaning) and syntactic cues (grammar or sentence sense). Therefore, what readers bring to the text separately, both from their prior knowledge of the subject and their language expertise, helps them predict the words that will be used. Readers sample the print, make initial assumptions about the identity of the words to be used, and confirm their predictions with meaning. Readers sample the text and create new theories once meaning has been established. Therefore, readers only need to check the markings on the page to make sure the word is correct.

According to these theories, meaning is obtained in this instance by utilizing only the amount of information required from the graphic. semantic and syntactic legal systems. Additional cues depend on how proficiently the reader speaks the language. Top down model theorists held that proficient readers move straight from print to meaning without first reading to speech, in contrast to reading as translation models, or the bottom up ones (H,Harris, and Sipay, 1984). Psycholinguists have inspired these models, which are best suited for advanced readers who are proficient readers..

### 3. Interactive models

Top-down and bottom-up processing in reading appear to overlap, at least for proficient advance readers, according to theorists of interactive models like Rumelhart (1980). According to Rumelhart (1980), comprehension depends on both the reader's mental and visual information. Therefore, when a crucial ability or piece of knowledge is absent, comprehension may be impeded. In situations like this, a proficient reader makes up for it by interpreting a word,



context, or using both word and context. Rumelhart (1977) interactive model where letter elements or sensory information ta and non-sensory information gathers in one place. This idea because neither bottom-up nor top-down models of the reading explained what happens during the reading process. Rumelhart ation the "message board", using a computer analogy. In this g is seen as a synthesis of patterns, not just a bottom-up

process. Rather, reading requires the application or integration of all previously identified sources of knowledge.

These perspectives hold that reading is the meaningful interpretation of written or printed symbols, whereas understanding is the result of the interaction between the reader's perception of the graphic symbols that represent language and their word knowledge and language skills. During this process, the reader tries to deduce meanings that the author intended (H, Haris & Sipay, 1984).

Stanovich (1980) developed an interactive compensation model. This idea adds a new feature to the interactive Rumelhart Model by proposing that strengths at one stage of processing can compensate for weaknesses at another stage. According to Stanovich, the problems with bottom-up and top-down models can be mitigated. In other words, the bottom-up model prohibits processing strategies at higher levels from influencing processing at lower levels, and the top-down model does not account for situations where the reader does not know much about the topic of the text and therefore cannot predict what will happen. "The interactive model assumes that a pattern is synthesized based on information provided simultaneously from multiple sources of knowledge". According to compensatory assumptions, regardless of its level in the processing hierarchy, the lack of a knowledge source results in greater reliance on other knowledge sources (1980, p. 63). Because of Stanovich's theory, many experiments show that poor readers are more sensitive to contextual barriers than good readers. Insufficiently proficient readers can compensate for their lack of knowledge of orthography or lexicon with a strong understanding of syntax or semantics.

### 2.2.1.3 Definition of Reading Comprehension

According to Feuerstein and Scholnik (1995), contemporary reading comprehension approaches emphasize the process of reading rather than the product after reading. Moreover, reading comprehension is a complex strategic and automatic cognitive process that enables readers to make mental representations of the text (Van den Broek & Espin 2012). Grellet (1981) stated that reading comprehension means extracting the required information from the text as much as possible, so that the reader can know and understand the content of the text as a whole. Similarly, Koda (2005 cited in Grabe 2009) argues that comprehension occurs when the reader can take and put together various information from the text and combine it with what is already known. Thus, when someone tries to



It means that he combines his prior knowledge with the latest in the reading text, to get the purpose of his reading, because the purpose of reading comprehension is to get the information needed or required from the reading text. "Readers comprehend by actively constructing meaning from interactions with the material they read" according to

Students' ability to decode words in print and their level of word knowledge both have a significant impact on their reading comprehension. This indicates that reading comprehension is influenced by the ability. The capacity to understand a material after it has been read is known as reading comprehension. The comprehension makes reference to the capacity. The capacity to read and understand the context and meaning of the text being read is known as reading comprehension (Kelner & Flynn, 2006).

One way to find the main concepts and other information from the text is to get the implicit information. Therefore, students must have reading comprehension skills so that they can understand the content of the text. Reading comprehension is very important for students because they need to know more about what they are learning. According to Cooper (1986:11), comprehension is the process by which readers interact with the text and create meaning. In other words, students should not only read the text but also understand the content and information that the author wants to convey during reading activities.

#### **2.2.1.4 Aspect of Reading**

Students must understand the five components of reading, according to Nuttal (1982), in order for them to comprehend the text well: determining the main idea, finding specific information, reference, inference, and vocabulary. A necessary condition is comprehension. Reading in language classes is not only an enjoyable activity and can help readers understand the information contained in the text, but it can also expand readers' knowledge and language skills.

##### **1. Determining main idea**

The main idea, main point, author's purpose, alternative title, tone of the passage, language style, understanding information directly stated in the passage, responding to relational questions about the author's opinion—even if it isn't stated directly—identifying the structural methodology used to develop the passage—such as sequence, vocabulary, and representative pronouns—and drawing logical conclusions from the author's limited information are all common assessments of reading comprehension (Devenport, 2007). From this explanation, it is clear that determining the main idea of reading is also important for understanding reading. The main idea is the main information that the author wants to convey in a text. The main idea can be conveyed explicitly or implicitly; the former is the key to the text, so it is easier for the reader to understand the whole text after understanding it.

##### **2. Finding specific information**

According to Segretto (2002), the supporting features of a passage give the al information on the core idea or subject of the passage. by xt's specific details. As a result, by detecting textual subtleties, n a great deal.



e  
: comprehend the relationships between the sentences in order the content. Terms that refer to different sections of the text he, she, his, her, its, that, their, and there. What those popular

terms mean should be obvious to the reader. References are defined by Latallupi in Marsiyah (2009) as words or phrases that are utilized either before or after the main theme.

#### 4. Making inference

According to Bojovic (2010), since reading is a rapid activity, readers must be able to retain a sufficient amount of information to make connections and make inferences. From the explanation above, it can be concluded that reading activities help students understand not only explicitly stated information but also implicit information learned by making inferences from the text.

#### 5. Understanding vocabulary

Vocabulary is an important part of learning a new language as it is the basic part of language used to convey ideas. Vocabulary, according to Hatch and Brown (1995:1), is an important component of language that is essential for communication. This means that students must master English vocabulary to learn and communicate well in English, especially in reading activities.

### 2.2.2 Teaching Reading Strategies

Learning that allows students to develop skills starts with an interest in a particular subject. By seeing the child's interest in talking about different topics from the fairy tales or stories listened to, the teacher sees the child's interest. Every child pays their curiosity to have something they like. Teachers use this opportunity to see the students's strengths and encourage them to learn about the topic. They have the ability to learn based on classroom activities that most students need (Rao et al., 2019). Through various media and learning approaches, they emphasize self-knowledge.

According to Carnine et al. (2004), reading is a complex process to learn and complex to teach. Leu and Kinzer (2003) meanwhile say that reading is an interactive, social, and developmental process that involves learning. It is a process that incorporates one's linguistic knowledge. An intelligent teacher, as well as other non-linguistic, internal, and external conditions, can greatly influence it. This is increasingly important in today's information age, and can be achieved through direct instruction or through self-learning experiences.

Hiebert and Pearson (2000) do not concentrate on learning, but on how the relationship between reader and text promotes knowledge acquisition. The authors found that "what are the characteristics of readers and texts that have the greatest influence on early success in reading, how can the interaction between beginning readers and texts be improved" is the interaction with the texts they use to learn to read.



Psychology refers to strategies as methods, behaviors, problem skills that improve learning outcomes (Oxford & Crookall, 1989). Reading, reading strategies refer to "the mental operations involved in how they approach text and make sense of what they read" (Oxford, 1990). Reading strategies also refer to how readers make sense of a task, what they pay attention to, and what they do when they do not understand (Oxford, 1990). Effective readers have many tactics and know how to

use them appropriately and efficiently. The ability to multitask and think before, during, and after reading is part of implementing appropriate reading strategies. Supervising reading activities is essential to keep students learning. It is very important for readers to know how to attach new text so that they can understand the text thoroughly because reading is not only deciphering letters into words but also adding meaning to words and combining them into a whole text.

Beach and Marshall in Iskhak (2015) suggest that reader response strategies consist of seven strategies, namely: engaging, describing, explaining, understanding, interpreting, connecting, and assessing.

### **2.2.3 Literature- based Learning**

#### **2.2.3.1 definition of Literature- based Learning**

Literature- based Learning is a practical example that shows that language and literature are one in the same. Literary works are made up of language; more precisely, literary works are sources that demonstrate the use of language (Violetta-Irene, 2015). Therefore, this method is widely used in language classes to teach not only language skills such as writing, reading, listening, and speaking, but also aspects of language such as vocabulary, grammar, and pronunciation.

Spack (1985) states that the teaching of literature in the language classroom has been considered beneficial for language, cultural, academic, and intellectual learning. According to Widdowson (1975), the study of literature is essentially the study of language because it creates "a keen awareness of the communicative resources of the language being studied" and the two cannot be separated. Others also emphasize this fact, saying that the teaching of literature teaches students many subtle and complex idioms, literary knowledge, and vocabulary enrichment.

#### **2.2.3.2 Strength and weakness of Literature- based Learning**

Literature is considered a promising tool for teaching language. Experts in this field have outlined the many advantages and disadvantages of using literature in the classroom, as well as the problems that using literature in the classroom may cause:

##### 1. Strength

- a. Literature is inherently authentic and provides authentic input for language learning (Ghosn, 2002; Shrestha, 2008). As stated by Maley (1989a), literature speaks of things that are not trivial and are of interest to the people who see them. The criterion of authenticity is considered very important in current EFL literature because literary texts naturally contain this criterion. Drama and novels are two of the clearest examples of authenticity. Drama involves conversations, expressions, functional expressions appropriate to the situation. Descriptive writing, , enhances human imaginative and makes language easily our minds.

are highly motivating because they are original and have a ontext (Ghosn, 2002, Van, 2009). Most literary works deal with re interesting, and few that are not (Maley, 1989a). When exposed to something they are passionate about, they will be



more motivated to progress. When students are exposed to literary texts to teach language, experience shows that they are highly motivated.

- c. According to Van (2009), literature contributes to increasing intercultural and cultural awareness, especially in the age of globalization (Tayebipour, 2009). In the current era of globalization, greater priority is given to general needs and desires rather than personal needs. There is a desire to use literature as a learning resource to improve students' language skills because literature deals with universal concepts (Maley, 1989a). According to Maley (1989a), literature deals with universal concepts such as love, hate, death, nature, etc. that can be found in all languages and cultures, as globalization shows. Even the similarities and differences of languages and cultures can enhance our understanding of the world.
- d. Literature are good for reading thoroughly and deeply, and students who have low reading can only read a novel without using a dictionary thoroughly. Exercises like this will improve their reading speed and help them guess the meaning of what they are reading. Students also quickly learn to read a lot.
- e. Literature has the capacity to develop sociolinguistic and pragmatic knowledge as shown in the communicative competence model because of its authenticity (McKay, 2001). The two main components of the communicative competence model are sociolinguistic and pragmatic abilities. Therefore, this part requires special attention. Due to its authenticity, literature has both sociolinguistic and pragmatic information. These two features are more related to "appropriateness", which only exists in contextualized language, such as literary texts, especially plays and dramas.
- f. Maley (1989a) states that literature is related to various types of potpourri and varieties of language, ranging from slang to formal language, and a variety of topics. Arthur (1968) also believes that reading literary texts can accelerate syntactic knowledge and vocabulary enrichment. In other words, literature consists of a wide variety of prose, vocabulary, and dialog (Van, 2009). Conversely, viewing many literary works that use formal and informal language can help expand vocabulary. A great exercise to expand vocabulary knowledge is reading novels and short stories.
- g. Literature can help language learners improve their critical thinking skills (Gajdusek & van Dommelen, 1993, Ghosn, 2002, Van, 2009). According to Ghosn (2002), literature has the ability to change students' perspectives.



ows students to reflect on language, learning, and their lives, (1997). Literature may allow students to question, interpret, explore "horizons of possibility" (p. 607). Literature, including f texts, is full of concepts that need to be critically examined.

McKay (1982) and Savvidou (2004), literary texts have structures and are sometimes far from the conventions of

Standard English, which can pose problems for language learning purposes. e.g. Poetry exhibits syntactic irregularities.

- b. Some people say that the controversy is enhanced by the lexical difficulties of literary texts. Robson (1989) states that literature can do "little or nothing to help students become competent users of the target language" because of its syntactic and lexical problems. In addition, some argue that literary texts are full of archaic and outdated vocabulary that does not exist in modern English. Nowadays, words like "thou and you" hardly exist in English.
- c. Some practitioners argue that the literature is full of examples of deviations from normal phonetic and phonological systems; some words undergo minor or significant changes, which can lead to misunderstandings. Students may encounter these inconsistencies.
- d. Both educators and students often face difficulties in selecting literature books. To ensure that younger students, such as students, are exposed to different literary works than adult students, teachers should carefully consider various factors, including the age, gender, and background knowledge of the students. The gender and prior knowledge of students should be considered when selecting resources. The text itself should also be considered.
- e. non-conformity to certain literary conventions and genres can cause certain problems (Maley, 1989a). Exposing beginners to James Joyce's "Ulysses", which is full of consciousness, is an example of this. When one does not understand these literary concepts, the text becomes confusing and difficult to comprehend. Students can address this issue by teaching new literary concepts and ideas before they read related texts, or by selecting texts that best match students' current level of literary knowledge and their potential knowledge of a complex literary canon.

### 2.2.3.3 Literature In Language Teaching

According to Kelner and Flynn (2006), the methods used by teachers influence students' strategies and attitudes towards reading. As a result, "teachers can strengthen students' reading comprehension with specialized instruction". The resurgence of interest in literature discussions involves students in improving their literacy and their literature awareness (Scharer, 1992; Kim, 2004). There is a tendency to incorporate reading into classroom learning methods these days. Literature classrooms not only encourage the learning of literary works but also encourage literate thinking, as Rosenblatt (1985) mentions, saying that "of all the



one most directly implicated in life itself" (p. 65). In literature enhances moral reasoning, increases human sensitivity, reasoning, and increases understanding of the topics can be defined as "a container of conceptions about human are, literature discussions in the classroom can build a good writing responses from students and for nurturing students' ease the depth of their interpretations. Literature discussions

have been characterized by developing an appreciation of the perspectives created by students, accepting different perspectives, and seeking encouraging ways to communicate (Knoeller, 1998).

After Rosenblatt's work, *Literature as Exploration*, published in 1938, the teaching of literature marked a turning point by beginning the process of constructing meaning from texts by restoring the aesthetic value of literature. It has been found that when students participate in literature discussions, they do the following: ask literal and inferential questions to gain meaningful understanding (Jewell & Pratt, 1999); explore more perspectives offered by the text to encourage the creation of meaning; and penetrate the text to encourage their understanding and cognitive development (Lehman & Scharer, 1996). If they are "geared towards enabling students to do more and fully and more adequately in response to texts", literature discussions are an important means of increasing language awareness. Active and meaningful reading is facilitated by the process of developing responses (Rosenblatt, 1978). Thus, emotional and intellectual participation in the text increases as a result of the response to the text stimulus (Kim, 2004). Ultimately, this leads to a better understanding and awareness of the text. To develop literacy, students must actively engage in social interaction and talk with others (Vygotsky, 1986).

Learning literature not only improves language skills, but also encourages students to express their ideas and emotions about the stories they read. This is especially true when they are asked to discuss or respond to important issues discussed in the text (Carrison & Slavitt, 2005; Fisher, 2003). Significantly, studying literature helps students learn to think critically through written and oral discussions about the texts they read (Fisher, 2003; Kaowiwattanakul, 2000). One of the most important learning skills for students in the 21st century is the ability to think critically as they live in a constantly changing society with more access to news and information around the world. To avoid manipulation by others, students must be able to distinguish, analyze and evaluate the reliability of data received.

## **2.2.4 Reader Response Theory**

### **2.2.4.1 Definition of Reader Response Theory**

One theory of literary criticism is Reader Response Theory (RRT), which involves the reader's background knowledge, feelings, and personal opinions to create meaning from a text. RRT also helps students understand texts by providing responses to what they read. Rosenblatt (1995) says that reading literature is a kind of exploration in which the reader constructs meaning by utilizing emotions and history. According to him, meaning is created by the interaction between the reader



takes place during the interaction. Learners use their prior positions to fix differences in the text (Iser, 1972a) and through the text (Fish, 1980).

The reader response approach is based on the idea that when literary works and relate them to their own experiences, a connection occurs between them and the text. The emotional reactions and mutual bond can reinforce learning in the classroom (Bleich,

1975). According to Rosenblatt's (1978) transactional perspective, the reader creates the experience, and the text is the activating impulse and serves as a guide, organizer, blueprint, and route of interpretation. Beach (1993) offers three different perspectives to explain how readers do things while reading. First, the reader engages in text responses, which have true and universal meanings but which are not encompassed by the reader. Second, the reader becomes acculturated to the text, attempting to create meaning for themselves, and lastly, context influences the reader's response. In other words, involving the reader in the process of creating meaning guarantees that the reader and their context are as important as the text in the literary process. This theoretical perspective aims to educate readers to read texts in a critical way so that they can make generalized judgments or appropriate interpretations.

Readers make meaning from the text from both efferent and aesthetic perspectives (Schieble, 2010). Aesthetic responses provide readers with additional space to consider the reading experience. According to Purves (1993), readers are expected to scrutinize various potential interpretations. In trying to explain the relationship between text and reader, reader response theory stands. According to Yang (2002), "literary texts often contain social dilemmas and conflicts. Such readings demand a personal response from the reader." This theory tends to focus on the role that readers should play during the reading process to help them understand these literary texts. Reader response theory is based on the assumption that readers participate in the reading process and help them understand the text.

#### **2.2.4.2 Key Principles of Reader-Response Theory**

Originating from the field of literary criticism, Reader-Response theory is seen as a new route away from text-centered approaches. Contrary to the New Criticism which tries to look at a text objectively without involving the reader's feelings and emotions, the main theme of the Reader-Response approach emphasizes on the reader's aesthetic experience while anticipating the text. The core concepts in Reader-Response theory are based on the reading process and concentrate on three important things: the text, the reader, and the reader's interaction with the text (Rosenblatt, 1938). As one of the pioneers of the Reader-Response approach, Rosenblatt (1938) described the process of aesthetic reading as one that involves the personal life experiences that the reader brings to his or her interaction with the text. Each reading is unique because the reader uses his or her personality traits, beliefs, and past memories to interpret the text. In this sense, reading becomes a dynamic process that requires readers to be active and reflective, rather than just passively absorbing what they read.



discusses the role of the reader in the Reader-Response approach. This approach seems to have shifted from passive to active, and the reader plays the most important role. He further states that there are meanings created by the reader in each phase of reading. Therefore, the reader fills in the meaning by using his/her imagination depending on various factors such as age, gender, education, and nationality. These meanings, expectations or meanings can be realized by readers

confirming or reformulating them. Jauss (1981) coined the term 'horizon of expectations' and asserted that these expectations can evolve over time. In his view, a literary work is not a completely new set of information for the reader; it is simply organized and arranged through different writing styles and strategies. As such, readers' experiences from previous readings can begin to form expectations about the new text they are reading. These expectations include their schematic knowledge of the plot, characters, or themes of the story which may change over time.

In short, the Reader-Response approach helps readers enjoy the reading process by allowing them to express their feelings and emotions freely and respond to what is written in the text. By changing the role of the reader from passive to active, readers are asked to use their reading experience and their personal life experience to understand and interpret the text.

### **2.2.4.3 The Reader-response Theory in Language Teaching**

In terms of teaching literature for literature itself, rather than for the purpose of language development, Reader Response is based on this premise. The method proposed by Maley (1989a) is similar to the critical literary approach. This approach is rooted in constructivism, according to Ali (1994), in which everyone makes their own reality when they encounter a text. In other words, each person responds to the text in a different way. Therefore, we can have multiple interpretations of the text, not just one correct one. There are several ways to apply Reader Response in literature classes, according to Amer (2003):

#### **1. Reading Logs**

One of the free writing approaches used in Reading Response literature classes is the reading journal. This method is similar to response journals in that both are informal, personal and expressive pieces of writing, which encourage students to study and understand the texts they read (Shelton 1994). This task is to be done by students while reading the text by answering limited and closed questions. This helps them stay concentrated during the reading exercise and helps them go beyond their literal understanding towards an aesthetic interpretation of the text (Delarriva and Basabe, 2015). In addition, this method enhances the "intensely personal nature of reading" (Carlisle, 2000).

#### **2. Response Journal**

Fulps and Young (1991) define response journals as "informal, written communication between two or more people about something they have read." The journal encourages students to interact with the text to get



ponses from the text. Thus, students will gradually learn to  
e text critically. The journal is described as "a sourcebook, a  
ering and curiosity, speculation, questions... basically, a place  
for the unexpected" (Iskhak et al., 2017). Response journals  
ding logs in that teachers can ask students to do tasks before,  
fter reading. Students are also asked to answer more  
e questions.

### 3. Self-Questioning

Self-questioning strategies are intended to help students understand complex reading demands, according to Schumacker et al. in Shang & Chien (2010). King said that the self-questioning strategy is intended to let readers' attention focus on the main concepts of the text, then analyze the text using their prior knowledge and make evaluations during the questioning process. As part of the teacher's metacognitive teaching framework, the questions asked to students fulfill three reasons why they are used during the reading process. As stated by Kelley and Clausen-Grace in Klinger (2011), these reasons include: clarifying things in the text, knowing vocabulary, finding specific information, connecting ideas and/or characters in the text, using difficult senses (visualize, taste, smell, and feel) to imagine the text, and understanding why the author chose the way they did.

### 4. Critical Questioning and Writing

The nature of the questions asked by the teacher during the class discussion stage is the most important component in the use of Reading Response in the literature classroom. Questions should be crafted in a way that encourages discussion in the class and allows each student to provide their own interpretation, according to Shelton (1994). Educators should ask questions about unique and quirky activities to encourage creativity, interpretation, and critical thinking. "The questions we ask to help students read and write are critical because they should support (encourage) without restricting", says Probst (1994).

Encouragement without constraining is an essential component of the questions asked by teachers and should be included in all classroom discussions in the context of factual reader response.

### 5. Role-play, Drama and Letter-writing

"Learner interaction with a literary work in a specific text accessible to the learner" is the definition of role-playing (Nguyen 2021). It is an activity that is performed orally and contains elements of creativity (Davies 1990). Learners are motivated to experience kinesthetic, cognitive, and emotional experiences through role-playing activities. Therefore, this activity can improve students' ability to think critically and creatively, make aesthetic meaning, and find multiple meanings of a story.

One interactive post-reading method is letter writing, which allows readers to relate to the stories they read in a much more intimate way. It also gives students the opportunity to make their personal responses to literary



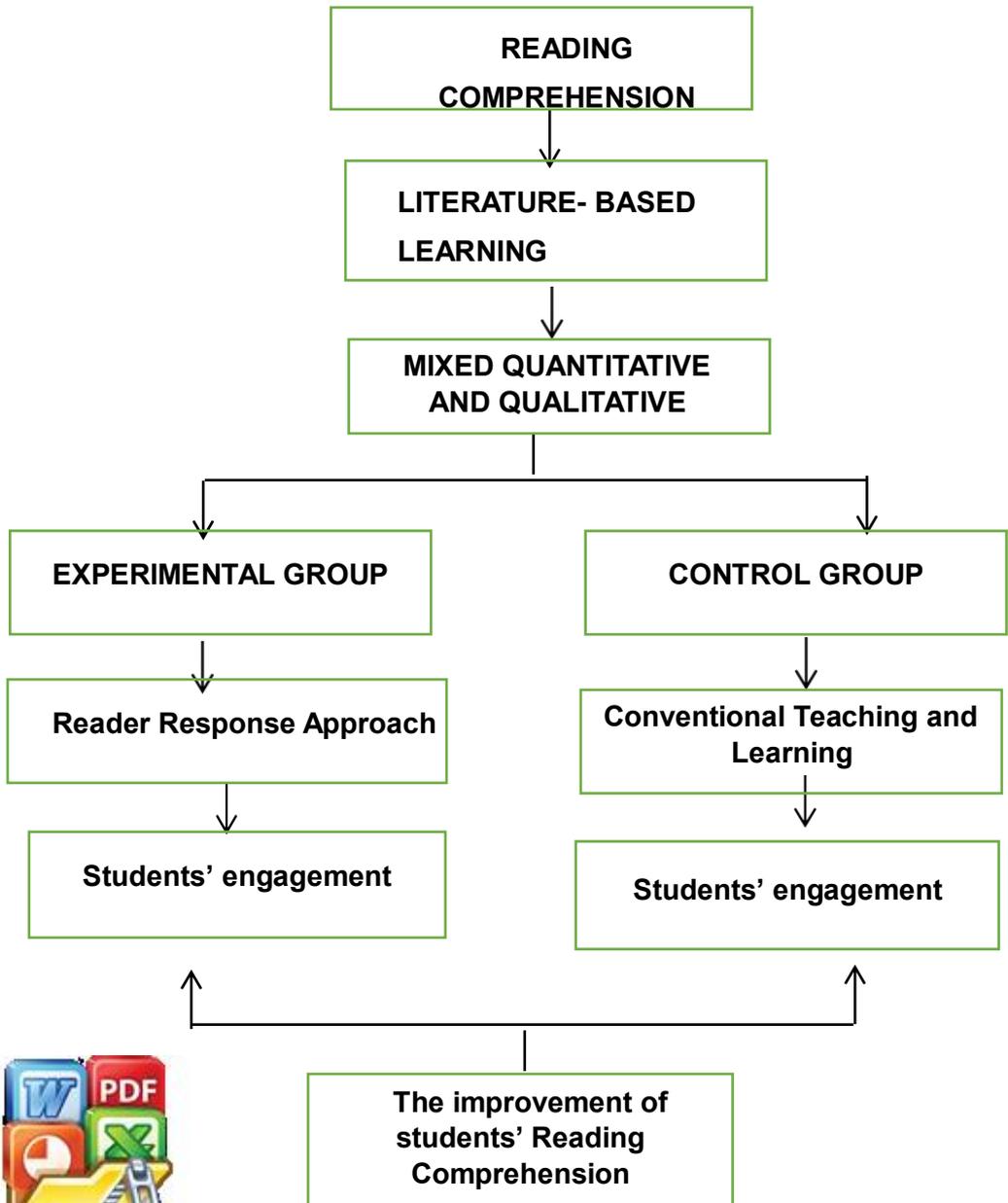
used in reader response pedagogy. According to Elliot (1990), encourage students to consider values deeply and bring them conversation with the story.

atives from Another Character's Point of View

which students are encouraged to make aesthetic responses experiences (Tomlinson 1998), as well as create their own on of a literary text, is by using this strategy. Oster (1989) first

used this approach. She states that a focus on perspective in a literature class is very important because it opens students' eyes and helps them think creatively by creating a different picture of the situation.

### 2.3 Conceptual Framework





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