

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the theory of reading, type of reading, reading comprehension, learning strategy, language learning strategy, Strategy for reading, Story Grammar, Narrative.

#### **A. Theory of Reading**

Definition of reading appears in various perspectives. Day and Bamford (1998:2) stated that reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. So the reader will construct the meaning by interaction with the text, and combination of the prior knowledge and previous experience to get the information from the text.

In addition Cahyono(2011:57) said that reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print. Reading is complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more what they read. Reading also has a positive effect on student's vocabulary knowledge, on

their spelling or on their writing. Reading consist two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentence and connected texts.

Reading in the Native language, it is now acknowledge about the world as well as on knowledge of language and print. Readers construct new knowledge from the interaction. According to Nunan (2003: 68) reading is a fluency process of readers' information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

From the definition above it can be concluded that reading is the learning process to identify the word and to understand the word on the text. Reading is a process interactive and communication between the reader and the writers.

Reading in second language are the similar to those acquired in the first language in that they call in knowledge of sound/ symbol relationships, syntax Grammar and semantic O 'Mally (1996: 94).

Reading as a form of an entertainment and an essential life skill, does not just happen. It is a skill that must be established from a child. ( Iftanti, Erna 2015: 365). In here reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and provid. Reading is the most important activity in any language class. Reading not only a source of information and pleasurable activity but also as a means of consolidating and

extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

## **B. Type of Reading**

According to Brown (2011:312), there are several types of reading in classroom.

### **1. Oral reading and several reading**

Occasionally, teacher will have reason to ask the students to read orally. At the beginning and intermediate levels, oral reading can:

- ◆ Serves as an evaluative check on the bottom up processing skill.
- ◆ Double as a pronunciation check.
- ◆ Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

For advance levels, usually only advantages can be gained reading orally. The teacher wants to use oral reading to serve this purpose because the advantages of oral reading can easily come into:

- a. Oral reading is not authentic language activity.
- b. While one student is reading, the others can easily lose attention.
- c. Silent reading may be subcategorized into intensive and extensive reading.

### **2. Intensive reading**

Intensive reading is reading shorter text (anecdotes, short, narrative descriptive, etc.) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. In intensive reading, teacher provides direction and

help before, sometimes during and after reading. Students do exercises that require them to work in depth with various selected aspect of the text.

Intensive reading calls students attention to grammatical form, discourse markers and other surface structure details for the purpose of understanding literal meaning implication and rhetorical relationship.

### **3. Extensive reading**

Extensive is high level in reading like as the statement that the researcher got from this extensive reading guide book.

Extensive reading is the high level of reading series program which must be faced by the students to accomplish their reading program. In extensive reading provide the students with the competence to read and enjoy fiction text such as short stories, fairytales, and folktales at intermediate level (300-400 words in length) build up knowledge of vocabulary by identifying idioms and figurative expressions and, encourage a liking of reading. It also provides the students with the competence to analysis and expectedly internalizes the lessons of the stories and share with one another what they learned from students reading (Renita D. 2014: 4).

When we are given a reading assignment, what is the first thing you do? If we like most of students, we probably look at the title and then begin to read the first sentence of the first paragraph. Most students either have never heard of rereading strategies or do not know how important they are. These strategies take time, which most students do not think they have.

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. The reading is individualized, what means that students choose books they want to read, they read it independently of the teacher and they are not required to do any

tasks after reading. Moreover, they are encouraged to stop reading whenever they consider the material not interesting or too difficult. Extensive reading can be introduced to any kind of EFL class whatever the content, intensity, age of students or their language level, the only condition is that students already have a basic knowledge of foreign language and are literate in it. Extensive reading belongs to Free Voluntary Reading approaches that share the common idea of independent, voluntary reading. Other examples are Sustained Silent Reading or Self-Selected Reading.

### **C. Reading Comprehension**

It is necessary for the students of senior high school to master reading comprehension. Comprehension is constructing meaning from the printed material. It is an interactive process that requires the use of prior knowledge in combination with the printed material. Cahyono(2011:59) stated that comprehension is the understanding of the representation of the printed words. The readers know and understand the meaning of the words decoded.

Cahyono(2011:58) said that reading comprehension is a process of getting information from context and combining separated into a new whole. It is process of using reader's existing knowledge to interpreted text in order to construct the meaning.

According to Snow (2002:11) reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. So, in comprehending a topic, the readers interact with the text relates to the question of the text to prior experiences of

contract meaning which can be found in the text. Using metaphor to increase comprehension according to Katherine (2008:82) the purpose of this activity is to reinforce a concept through metaphor. Using metaphors increase learning by connecting new knowledge to concrete background knowledge to increase comprehension.

Reading comprehension is very importance for everyone who wants to enlarge their knowledge end information. Sometimes some learners feel difficult to comprehend the text that they have read, so they got nothing from the text. Therefore the teachers have to be more concerned about the problem.

Comprehension entails three elements:

1. The readers who is doing the comprehending
2. The text is to be comprehended
3. The activity in which comprehension is a part

Reading comprehension is usually taught in schools in one of two ways. One method is to have students read the text, and read comment or answer question about the text the comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text. This method stress important components of reading comprehension. The other common method for reading teaching reading Comprehension is the reading group. In a reading group, students take turn reading aloud. The teacher usually helps out when the students has difficulties and sometimes comments or asks a question about the text. This method goes some way typically the teacher deals only with low level difficulties and ask question only about interpretation. The

method that we will propose incorporates aspects of both of the common methods, elaborated to include much richer set of comments and questions. It is akin to the process oriented curricula now used, such as the request.

There are two aspect of comprehension processes that we think are importance to teach;

- (1) Comprehension Monitoring
- (2) Hypothesis formation and evaluation.

The notion of comprehension monitoring comes out of the recent research on metacognition. Comprehension monitoring concern the students' ability both to evaluate their ongoing comprehension process while reading through the text, and to take some sort of remedial action when these process bog down. In the next section we will detail the kind of comprehension difficulties students should learn to look for and the kind of remedial action they should learn to take.

In addition to comprehension monitoring skills, students also need to be able to use clues in the text to make hypothesis about what is happening or is likely to happen next, to evaluate this hypothesis as new evidence comes in, and to revise them should evidence accumulate to indicate that they are wrong. The role of hypothesis formation and revision is central to recent artificial intelligence approach to comprehended process.

To improve reading comprehension teacher must: 1) Provide a choice of reading selection. 2) Ensure that students are reading text of optimal difficulty which challenge but do not discourage them. 3) Encourage rereading of the text. 4) Allow students to discuss what they read with others to encourage social

negotiation of meaning. One of the more important finding to emerge from research on reading instruction over the last fifteen years is that reading comprehension can be increased by the teaching comprehension strategies directly. Many reading strategies can be thought directly, including: Using background knowledge to make inferences, finding the main idea, identifying sources of information needed to answer a question and using story or text structure to aid comprehension. In addition, reading instruction for English Language Learner should tap student's prior knowledge and experiences, focus on comprehension of meaning while teaching skill in context, teach text organization and allow for collaborative discussion of reading. (O' Melly, 1996:95)

#### **D. Teaching Strategy**

Teaching strategy is the mental processes which teacher employ to learn and use the target. A strategy consisted of mental or behavior activity related to specific stage in the overall process of language acquisition or language use.

Teacher as the pioneer of successful teaching has to have good competence to do the task of education. Ideally, in teaching teachers have to have good competence especially pedagogic and professional competence to support good strategy in their teaching . when unexpected event happen in lessons and part of a teacher's skill is to decide what the response should be when they do. Good teacher are able to absorb the unexpected and to use it to their and the students' advantages or teacher have take a decision to continue what teachers are doing despite the interruption to the way teacher imagined things were going to proceed (Harmer, 2007:24). Good teachers have to know what will be done to



make teaching and learning process run well although there is event happen. Whatever happens in the teaching and learning process teacher should prepare about other activity to continue teaching and learning.

The important thing in it that teacher role is suitable one of factores that can influence the process of teaching and learning effective or not. Related to the teacher role in teaching, in depends on what students are doing. The important point is that teacher act as controller, assessors, resoure and tutor. Teacher have some ways to recognize their students ability. In teaching learning the students will generally respect teacher who show impartially and who do their best to reach all the students in a group rather than just concertrating on the ones who always put their hand uop. In addition, good teacher should try to draw out the quite ones and control the more talkactive onnes.giving some students more attention than others may make those students more difficult to deal with later since the students will come to expect special treatment and may take teacher interest as a license to become over dominant in the classroom. Treathing all students equally not only helps to establish and maintain raport, but is also a mark of profesionalism (Harmer, 2007:27)

The important thing here is teacher has to treath their students equully because if teacher cannot be even- handed to all of students it will make some students take a dominant position in the class.

Teaching not only build a relationship between teacher and students but it also covers the task of the teacher. The teacher has to show his or her profesionalism through the teaching and learning process. Before conducting

teaching and learning process, the teachers have to do preparation to make their teaching run well and successful. Beside that, it can make them arrange the activities that exactly appropriate with the lesson that will be taught.

In teaching strategy managing classroom is one of the important things dealing with teacher skill. By using it, whatever the activities teachers can ask their students to be involved in. like as in Gebhard(1996: 69) declares that classroom management refer to the way teachers organize what goes on in the classroom. The teacher has the authority to influence the kind of interaction that goes on in the class and this creation is created from a combination of many related factors such as how much the teacher talks and what the teacher says, the teacher question behavior, and how the teacher give instructions, keep students on task and makes language comprehensible to the students. The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways.

### **E. Strategy for Teaching Reading**

According to Cahyono (2011:61) reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experience.

The purpose of reading cannot be separated from comprehension. Each purpose will be determining what to achieve after reading process. Reading comprehension requires the ability to perceive the exact of the passage being read or communicated. Cahyono (2011:61) stated that there are three reading strategies that involve bottom up strategies, top down strategies, interactive strategies.

Reading is a skill that is used in all subject areas and can greatly increase or decrease a student's success in the classroom. Reading strategies can be used to vary the approach students are given of any given text. Some reading strategies are summarized below:

1. Activating prior knowledge

Activating prior knowledge is a reading strategy that occurs before the student is introduced to reading material. The teacher uses a rereading activity, which can be done in the form of a journal or class discussion. This enables the reader to make connections between something they already have knowledge of and the new knowledge from the text.

2. Clarifying

Clarifying is making the meaning of the text clear to the reader. This reading strategy is used throughout reading. Students can be taught to ask questions, reread, restate, and visualize making the text more comprehensible.

3. Context Clues

Context clues are using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary. Students should be encouraged to use context clues for an unfamiliar word while reading before immediately reaching for the dictionary.

4. Drawing Conclusions

Drawing conclusions is a reading strategy that is done after reading. To draw conclusions means the student uses written or visual clues to figure out something that is not directly stated in the reading. Teachers can facilitate this

reading strategy by creating leading questions that relate to a reading. Students then respond with their own opinions, thoughts, or ideas that are based on information from their reading material.

#### 5. Evaluating

Evaluating is a reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading. Teachers can create evaluative questions that will lead the student to make generalizations about and critically evaluate a text.

#### 6. Inferring

Inferring is giving a logical guess based on facts or evidence presented using prior knowledge to help the reader understand the deeper meaning of a text. This reading strategy is conducted during reading. An activity to practice inferring with students is to take a sentence from a text. Then, have students state the explicit meaning of the sentence as well as the inferential meaning.

#### 7. Predicting

Predicting is using the text to guess what will happen next. Then the reader confirms or rejects their prediction as they read. Predicting is a reading strategy that done before and during reading. A technique to apply to this reading strategy is to use the Think, Pair, Share method. Have the students form predictions, share with a partner, and then participate in class discussion.

#### 8. Rereading

Rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text. For practice, have students reread a passage to check for understanding and model when rereading can be helpful.

#### 9. Restating

Restating is a reading strategy where the reader will retell, shorten, or summarize the meaning of a passage or chapter, either orally or in written form. This reading strategy can be performed during reading.

#### 10. Setting a Purpose

This reading strategy is started before reading. Setting a purpose provides focus for the reader. You can introduce this reading strategy by having students read directions for a reading task and list the requirements. Students then need to determine why they are being asked to read. Eventually, you can start to encourage students to set their purpose when reading independently.

#### 11. Skimming and Scanning

Skimming and scanning are reading strategies that can assist a reader in getting specific information from the text. Students should be taught appropriate times to skim or scan, such as looking for a specific answer, and inappropriate times to use scanning or skimming, such as when reading to comprehend. Skimming is a reading technique that is used to get a quick “gist” of a section or chapter. Scanning is a reading technique that is reading quickly to locate specific information. You can first introduce skimming and scanning by brainstorming a list of textual clues that will help students, such as bold-face type, capital letters,

dates, key words, etc. Practice skimming and scanning can be practiced with short passages to gain mastery.

## 12. Visualizing

Visualizing is a reading strategy that encourages students to use mental images that emerge from reading the text. This is done during reading to aid in understanding. This reading strategy can be introduced by reading aloud a descriptive passage while students close their eyes and imagine how it looks. Students then draw or write what they see and justify how the text supports their image.

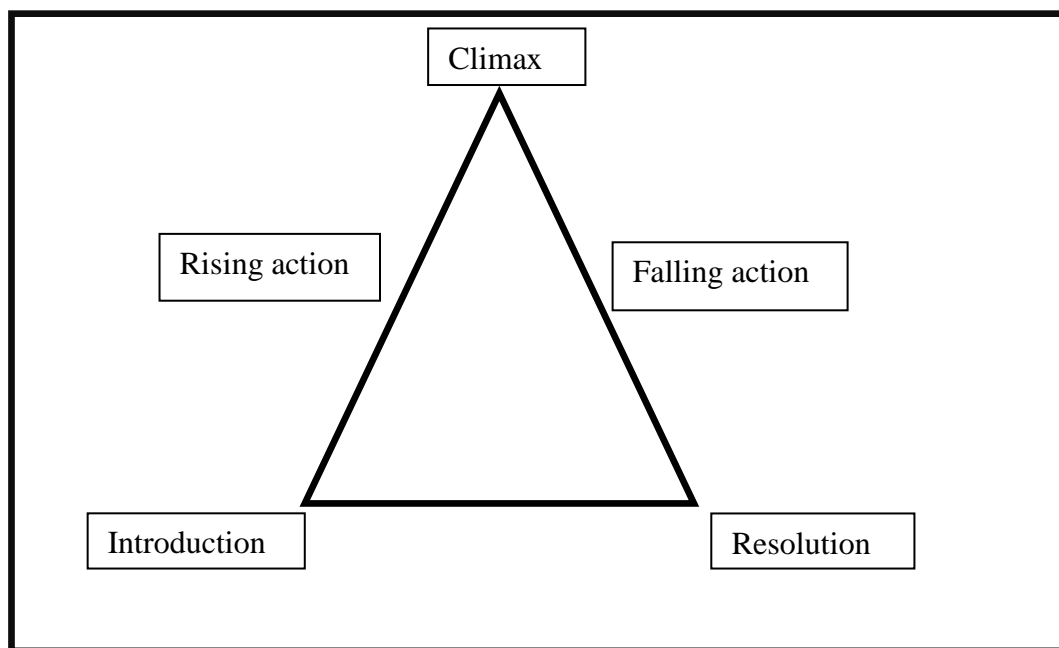
This is in no way an exhaustive list of all reading strategies. It is up to you, the teacher, to choose appropriate techniques for your student. Varying these reading strategies will increase the student's comprehension, retention, and command over the subject matter.

## **F. Narrative Text**

Narrative text is one of English text types. According to Emi Ermawati (2010:22) narrative is a basic and constant form of human expression regardless of ethnic origin, primary language and enculturation. Narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of the story. Some examples of narrative text are fantasy novel, historical fiction and stories.

Narratives are stories; the details may be fiction or based on fact. Narrative is one of the most powerful ways of communicating with others. A good written

story asks the reader response to some event in their life as it were own. They not only understand the event, but they can almost feel it. The action, details and dialogue put the readers in these seem and make it happen for them. A Narrative text consists of some steps. Narrative text has a structure, a shape or a pattern. Like as in this graphically in this way.



Graphical narrative text

1. The Exposition, it establishes the characters and situation.
2. Rising action, it refers to a series of complication lead to the climax.
3. The Climax is the critical moment when problem or conflicts demand something to be done about them.
4. Feeling action is the moment away from the highest peak of excitement.
5. The resolution consists of the result or outcome.

In addition, there are some types of narrative. They are humor, romance, cream, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel and adventure. There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

### **G. Story Grammar Strategy**

Story Grammar Strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts.

Richard T Vocca (1998:398) states as follows, the efforts have led to the development of several variations of story grammar. Just a sentence grammar provides a way of describing how sentence are constructed, story grammar helps specify the basic parts of a story and how those parts tie together to form a well-constructed story.

According to Dimino (1990), Story Grammar strategy is a framework to help the students in analyzing the main character, setting, problem, events, solution, and assist students to outline the story. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. Story Grammar Strategy is a reading comprehension strategy can be used as a foundation to answer the questions related to the story (Dimino et. 1990)

The benefit of the Story Grammar Strategy, it can be used at all levels. This strategy is not only can improve reading comprehension, but also enhance students' vocabulary, writing, and imagination. Then it can motivate students to be proud with their work. It is appropriated to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the



information in framework based on the assignment. So, Story grammar is very helpful.

The teacher can start to develop and active background knowledge of the students by showing a picture related the story and asking some questions related the topic. The teacher shows the format of the Story Grammar on a whiteboard, explains the using of Story Grammar to the students explains how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher ask the students to read a narrative story, the story depends on students level. After reading the story, the teacher asks the students to construct their own story Grammar. The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using picture or guided question to support this strategy.

Research on story grammar indicates that students gradually learn more to comprehend more complicated stories as they move through the grades. Even pre- school children have a well-developed sense of story. In addition, several researchers have demonstrated that direct instruction of story grammar can improve reading comprehension and recall of story.

Direct instruction story grammar involves helping students to learn to recognize the elements of narrative text and use this element to improve their comprehension of the story. A strategy teachers may use involves dividing the story into meaningful episodes and developing comprehension questions they will ask in guide silent reading and discussion. Such question will cause students to

focus on relevant elements in the story. Research has shown that asking question that focus on the story line leads to improved student comprehension of the story.

Teacher ask students to read , at home, the part that form an episode and provide them with guiding question that bring out the elements of the story grammar. In the classroom, the students are asking to read silently the part of the episode which draws their attention to the story grammar.

This is followed by answering the guiding question and discussing the structure of the episode. The guiding maybe similar to the following.

Setting	Where did the story happen? When did the story happen?
Characters	Who was the story about? Who were the people in the story? Who was the most important person in the story?
Problem	Did the people have a problem? What was the big that the story was about?
Action	What did the people do to solve the problem? What were the important things that happened in the story?
Resolution	How did the people solve the problem? How did the story end?
Theme	What lesson could we learn from the story?

## I. Previous Study

There are several studies that have been done by researcher in using story grammar strategy in reading comprehension. First, Yemima Alberti (2014) conducted a research entitle *“Improving Students’ Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII d of SMPN 1 Pondok Kelapa Bengkulu Tengah”*. The objective of this research was to describe how the story grammar strategy can improve the students in eighth grades reading comprehension of narrative text at SMPN 1 Pondok Kelapa Bengkulu. The subjects of the researcher were the eighth grades of students at SMPN 1 Pondok Kelapa Bengkulu. The researcher used Class action Researcher to know how significant the story grammar strategy in reading comprehension by using story grammar for narrative text.

The second researcher is Mulyati (2011) conducted a research entitle *“Using Story Grammar to improve the Eighth Grades’ Reading Comprehension of Narrative Text”*. This research was designed to describe how the story grammar can improve the eighth grades’ reading comprehension text at MTs Muftadiin Muncar. This study was directed to solve the student’s problems in comprehending narrative texts in terms of recognizing meaning of words in the text, meaning sentence in the text, topic of the text, and rhetorical structures of the narrative text.

The researcher evolving this study, the differences from previous study are:

1. The first and second research used class action research and here the researcher used qualitative research.
2. The main subject in the first and second research is students and here the teacher as main subject.
3. The result from the first and second research to solve the students' problem in comprehension by using story grammar strategy and the result of the researcher here to know how is story grammar strategy used in the classroom and the advantages.