CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses definition of reading, reading components, kinds of reading, reasons of reading, purpose of reading, principle of reading, reading for children, an approach to teaching reading skills, narrative text, the purpose of narrative text, generic structure of the text, language feature of the text, Five W'S Stars Diagram, steps of Five W'S Stars Diagrams method, advantages and disadvantages of a graphic organizer, and previous study.

A. Definition of Reading

This section loads definition of reading, kinds of reading, and benefits of reading to teenagers, reading for junior high school, teaching reading, testing reading comprehension, and types of reading test.

According to Patel and Jain (2008: 113)"Reading is an activity process which consists of recognition and comprehension skill". Likewise, Flynn (2006: 42) states that "reading is important activity but not an activity to carry out for its own sake; however it can access information that is in the text". Furthermore, reading is approach for gathering new information. The aim of teaching reading is to develop the students' reading skill so they can read English text effectively and efficiently.

Based on the statement above, reading is not only as a visual process and thinking process but also reading is an important way for students to gather new

information which the aim is to develop the students' reading skill, so they can read English text effectively and efficiently.

1. **Reading Components**

   The components of reading are basic to know the content of the story, it is very important to know for the students, according to King and Stanley (1989:330), there is components of reading, they are:

   a. Finding main idea

   Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence. It can be in the middle or in the last sentence of the paragraph.

   b. Finding factual information

   Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for junior and senior high school students. It usually appears with question words.

   c. Guessing vocabulary in context

   It means that the students can develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words in the text that is read.

   d. Reference word

   Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than

repeat it. Reference words will help students to understand the reading text. Reference words are usually short and very frequently pronouns, such as her, him, it, them, her, him, and many others.

2. **Kinds of Reading**

There are four types of reading according to Patel and Jain (2008: 117), there are:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorts text. This reading is done to get specific information.

b. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. Material for extensive reading is selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading is to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Reading Aloud

Reading aloud also plays important role in teaching of English. Aloud reading is a type of reading where the students are expected to be able to read with correct pronunciation, stress, and intonation, because it is the base of words pronunciation. Teacher has to know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

3. **Reasons of Reading**

According to Harmer (1998:68), there are many reasons why getting students to reading English text is an important part of the teacher's job, (1). Many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure/anything can do make it easier for them to do these things must be a good idea. (2). Reading is useful for language acquisition. Provide that students more or less understand what they read. The more they read. The better they get it. (3).

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading text also provides good models for English writing. At different times, it can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences paragraph whole text.

Lastly, good reading text can introduce interesting topic, stimulate, discussion excite imaginative responses and provide the spring board for well-rounded fascinating lesson.

4. Purpose of reading

According to Education Department of South Australia (1993:76), the purpose of reading can be categorized under the four headings: reading to do, critical and reflecting reading, and reading for pleasure.

a. Reading to learn

It can be defined as reading to locate and extract relevant information in order to gain understanding.

b. Reading to do

It can be defined as reading a text in order to do or make something, follow directions or solve problem.

    c.   Critical and reflecting reading

It can be defined as interesting with a text in a personal and reflective why leading to critical interpretation and evaluating of the text, particularly so for literary text.

    d.   Reading for pleasure

It deals with reading text for enjoyment.

According to the definition above, we can conclude that the purpose of reading makes the students to analyze of the story.

5. Principle of Reading

Principle of the reading is the one of the important thing in story that must be known by the teacher to give to the students. According to Harmer, (1998:70) there are six principles of reading:

    a.   Encourage students to read as often as much as possible

The more students read better. Everything do should encourage them to read extensively as well as if not more than if not more than intensively.

    b.   Students need to be engaged with what they are reading

Outside normal lesson time, when students read extensively they should be involved in joyful reading. That is teacher should try to help them get as much pleasure from it as possible. But during lesson, too. We do our best to ensure that they are engaged with the

topic of reading text and the activities they are asked to do while dealing with it.

c.   Encourage students to respond to the content of a text (and explore their feeling about it), not just concentrate on its construction.

It is important for students to students to study reading texts in class in order to find out such thing as a way they use a language. The number of paragraphs they contain and how many times they use relative clauses. As a result, teacher must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feeling about the topics thus provoking personal engagement with it and the language.

a) Prediction is major factor in reading

When we read text in our own language. We frequently have a good idea of the content before starting reading. Book cover gives us clue about what is in the book photographs and headlines hint at what articles are about. In class, teacher should give students hint so that they also have a chance to predict what comes.

b) Match the task to the topic when using intensive reading text:

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading task. The right kind of questions, appropriate activities before, during and after reading, and useful study explanation. Etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks; the most common place passage can be made really exiting with imaginative and challenging activities, especially if the level of challenge (I, e. How easy it is for students to complete a task) is exactly right for the class.

c) Good teacher exploits reading text to the full

Good teacher integrates the reading text into interesting lesson sequence. She uses the topic for discussions and further the task. She uses the language for study and then activation (or, of course, activation and then study).

6. Reading for Children

Reading is an essential part of learning it has always been a significant sign of how well a child is able to learn. Reading can be informational, personal, rewarding and technical. It is one of the most important ways we communicate as human beings.

In this world of endless signs and written instructional information, it is very important to be able to read what is going on around, and teaching the children the important of, not only reading but reading well. Thus, reading should be known from the basic grade.

7. An approach to teaching reading skills

a. Focus on one skill at a time.

b. Explain the purpose of working on this skill, and convince the students of its importance in reading effectively.

c. Work on an example of using the skill with the whole class. Explain your thinking aloud as you do the exercise.

d. Assign students to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work.

e. Discuss students' answers with the whole class. Ask them to explain how they get their answers. Encourage polite disagreement, and require explanations of any differences in their answers.

f. In the same class, and also in the next few classes, assign individuals to work on more exercises that focus on the same skill with increasing complexity. Instruct students to work in pairs whenever feasible.

g. Ask individual students to complete an exercise using the skill to check their own ability and confidence in using it.

h. In future lessons, lead the students to apply the skill, as well as previously mastered skills, to a variety of texts.

B. Narrative text

According to M. Anderson and Anderson (1998:3), a narrative text is text that tells a story narrative text is a story and in doing so, certain the audience. With complication or problematic events and it tries to find the resolutions to

solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Narrative text is kinds of the text that consist of story, or story text. According to Cahyono (2001:51) narrative is one of the text types that junior high school students learn in their English classroom.

The purpose of narrative text is to amuse or to entertain the reader with a story. Other than providing entertainment, can make the audience think about an issue, teach them lesson, or excite their emotion.

Generic structure of the text, the narrative text has organized included:

1. Orientation

   Introducing the characters of the story, the time and place the story happened. (Who, when and where).

2. Complication

   A series of events in which the main character attempts to solve the problem.

3. Resolution

   The ending of the story containing the resolution.

The language features of narrative text are focus on specific and individualized participants, the use of material process (action verb), the use of behavioral and verbal process, the use of relational and metal process, the use of past tense, and the use of temporal conjunctions and circumstance.

There are some features that writers should be recognized in writing a narrative text. Those are as follows:

1. Plot: What is going to happen?

2. Setting: Where will the story take place? When will the story take place?

3. Characterization: Who are the main characters? What do they look like?

4. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

5. Theme: What is the theme/message the writer is attempting to communicate?

C.   Five W's Stars Diagram

This section loads definition of Five W's Star Diagram, steps of Five W's Stars Diagram method, and Advantages and Disadvantages of a Graphic Organizer.

Picture of Five W's diagrams

1.   Definition of Five W's Stars Diagrams

Five W's Stars Diagrams are a type of graphic organizer that let the student think about and list the "Who, When, Where, What, and Why" of a story or event in a simple visual way. The why

variable can be interpreted in many different ways, including why the event happened or why the event was important.

Five W's Stars Diagram is useful for examining the key points of a story or event. For example, you can use one of these diagrams to analyze a science news story, a national news story, an event that happened to the student, a fable or a folktale.

Five W's Stars diagram are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme. For example, a star diagram can be used to create a graphic display describing all you know about dinosaurs (when they lived, what kinds there were, how big they were, what they ate, where fossils have been found, etc.) or a graphic display of methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.). Another use is a story star, a star diagram used to describe the key points of a story or event, noting the 5 W's: who, when, where, what, and why.

Five W's Stars Diagram also called a story star (Enchanted Learning), it is very useful for students to use it in comprehend the narrative text. Thus, the star diagram has the Who, Where, Why, What, When will help the students to understand contain of recount text by making summary.

2. Step of Five W's Star Diagrams Method

This method has very simple steps to understand a story or an event that happened in the past. The method has one step only. It is to fill out a Five W's stars diagram (Who, When, Where, What, and Why) of the story or the event. It is to help students very much in evaluating and understanding the major points of the story.

The step to apply by using Five W's Stars diagram strategy that is:

1) Who

Who is the 'who' in English? So you use words to ask someone who, for example:

-Who are you?

-Who is the beautiful person next to you?

-Who would want to call me in the middle of the night?

2) What

What is the 'what' in English? You can use words to ask what an object, an event, or a person's name. Example:

- What is his name?

- What Happened ten years ago at Aceh, Indonesia?

- What are you going to buy for Mom's birthday?

3) Where

Where is the 'where' in English? You use the word to inquire
where you are where you will go anywhere, or location of a
place. Example:

-Where Are we going, Dad?

-Where Is the Eiffel Tower?

-Where are you right now?

4) When

When is 'when' expressed in English. You can use words to ask
the time when an event is already past or future. Example:

-When are you going to get married?

-When was the last time you had lunch with her?

-When will the next full moon occur?

5) Why

Why is the 'why' in English? So, why you use words to ask an
explanation for the occurrence of an event. Example:

- Why Is the sky blue?

- Why are you calling her in the middle of a meeting?

- Why do you put milk in your noodles?

6) How

How is the 'how' in English? You use the word how to inquire
how an activity or process procedures regarding an event.
Example:

- How do you make the cake?

- How did the tsunami happen?

3. **Advantages and Disadvantages of a Graphic Organizer**

A graphic organizer is a graphic representation of information; examples of graphic organizers include tables and sequence chains. Nikolai, (2009) says there are advantages and disadvantages to using this teaching tool to supplement lectures and presentations.

a. **Advantages of a Graphic Organizer**

1) Comprehension, graphic organizers can help students to understand the relationship between various pieces of information that they may have otherwise failed to identify. Such organizers are particularly useful in helping students grasp abstract concepts,

2) Knowledge Evaluation, asking students to complete graphic organizers allows instructors to evaluate the student's prior knowledge of a subject. As a result, teachers can make strategic decisions regarding how to most effectively present to students additional information relating to the subject at hand,

3) Motivation, graphic organizers represent information in pattern and graphic form, which can enhance learning by stimulating a student's interest and retaining his attention,

4) Impact on Note taking, in some cases, note taking decreases when students learn material with the help of graphic representations. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.

5) Impact on feedback, some instructors find creating an answer key for a graphic organizer to be time consuming. They use organizers to encourage discussion but do not correct each student's organizer upon completion; as a result, students may miss out on receiving valuable feedback.

b. **Disadvantages of a Graphic organizer**

Graphic organizer is a tool which cannot be used in all the topics. It also consumes a lot of time, where the some of the student feel bored. It is also a tool in which some student doesn't co-operate while in groups.

D. **Review of Previous Studies**

Sample study supporting this strategy had been conducted as the previous research in English subject by Santoso (2010) entitled.

The result of the research showed that, the use of Graphic Organizer could improve the Students' reading comprehension as well as their involvement. It could be seen by increasing result of the test from preliminary study, to cycle 1 and cycle 2. The result of reading comprehension preliminary test showed that

there were only 41 % students who passed that test. From the first cycle, it was known that the number of the students who passed the reading test increased. There were 44 % students who passed the test. From the data, it was known that another increasing number of the students who passed the reading comprehension test were found on cycle 2. The result of the study on this cycle was that 100 % students passed the test and they were successful. It means that the criterion of success was achieved.

Based on the research above, it can be said that Graphic Organizer strategy is a good strategy and by applying Graphic Organizer strategy in the order manner, the teaching and learning process of reading would run effectively. The students' problems in understanding descriptive text could be resolved and the teacher could control the students' activities during the teaching and learning process.

Rindoko (2013), in his research entitled. The result of the preliminary study at the 11th grade students of SMAN 1 Tugu showed that the students' ability in reading a narrative text, not yet implemented optimally. Based on the learning outcomes of 30 students, only three students (10 %) had learning mastery. Therefore, this study carried out in order to: 1) Describing the process of the use of Story Mapping method to improve the students' ability in reading a narrative text at the 11 th grade students of SMAN 1 Tugu, 2) Describing the increased capacity in reading a narrative text by Story mapping method at the 11th grade students of SMAN 1 Tugu.

The problem solving was done by classroom action research (CAR), collaboratively between researcher and collaborator by using Story Mapping method. The researcher took the 11th grade that consists of 30 students as the subject of the research. In gathering the data, the researcher did some ways to collect the data, such as doing tests, observation, conducting interviews, questionnaires, and documentation. The data were analyzed by descriptive percentages and descriptive qualitative.

The results of the research show that the Story Mapping method increasing students' ability in understanding a narrative text. In the first cycle, the test results show that the students who obtained score ≥75 increased to 16, 7 % (5 students) with an average score 78 from 83, 3 % (25 students) with an average score 59, 8. In the second cycle, the students' ability to understand text contents increased again to 99, 7 % with an average score 83, 67.

This thesis has two review studies. It has some similarities and differences with them. The similarities are: The first, the methods are same. They are Graphic Organizer; the methods can improve about students' ability in reading comprehension. The second, this thesis has to implement the method. They are cycle 1 and cycle 2. One of two methods before has the same text in implementing the methods. It is narrative text.

This thesis has differences with two previous review studies. They are: the first, although the methods are same in group of study. But the kinds of them are different. They Graphic Organizer, Story Mapping Technique, and Five W'S Stars Diagram. The second, the subjects to implementing the methods are not same.

They are at SDN 3 Ngadirejo in Academic Year 2009/2010, At SMAN 1 Tugu in the Academic Year 2012/2013, and of the eight H grade students of SMPN 1 Sumbergempol. And the third, One of the methods has implementing the methods has different text to implementing the methods. It is descriptive and narrative text.