

CHAPTER II

REVIEW OF LITERATURE

One of the important things to help the students to comprehend in learning English is reading. Reading skill has a big deal in teaching and learning English to prepare the students become active in reading habit and comprehend the story. Hence, the researcher administer to choose Story Mapping technique. This chapter discusses about definition of reading comprehension,

A. Reading

1. The Definition of Reading

Reading is an activity in getting information from written text. By reading people become know what's happen in the text, thus it can increase the knowledge. Reading is the activity that need the understanding, thus the students should practice more and more. However, in reading the students may find a difficulty in comprehension, students may find out difficulty in practising their reading. Therefore, it can make them become complicated in understanding the text. But, it can be solved if the students always keep practicing and find a suitable technique in reading, they will have a good sense of English and will help them to comprehend the total meaning of the words. This following, definitons about reading.

Based on The Strategies (The Booklet handout), : Reading is the active process of understanding print and graphic texts. Reading is a thinking process.

Effective readers know that when they read, what they read is supposed to make sense.

2. Types of Reading

Reading can be divided into four types. Patel and Jain (2008:117) define four types of reading, they are Intensive Reading, Extensive Reading, Reading Aloud, and Silent Reading. The discussion about them is as follow:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. 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 shorter text. This reading is done to carry out to get specific information. Learners reads the book to acquire knowledge is the kind of intensive reading.

b. Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. 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 for to keep them update.

c. Reading Aloud

According to Kai-fat and Fleming (2001:3), "Reading aloud is a habit, which undoubtedly can make you are slow reader. The eyes can read and the brain

can understand up to about 800 words per minute. But most people can only speak at least than 200 words per minute. It means that when readers use this way to read, they do two activities during reading text. The first, they understand content of text and they move their lip to read text. Dealing with the difference of time in understanding the words and speaking capability, reading aloud slow down the reading speed because readers speak. The activity move lip, even though it is not reading aloud can prevent rapid reading”.

d. Silent Reading

Silent reading is reading to get deep meaning from the text. In silent reading, readers are not necessary to move their lip. So in this kind of reading involves understanding the text by looking at the text without saying it. By using silent reading, readers hoped can enlarge their rapid reading with full understanding.

B. Reading Comprehension

Reading comprehension means that the reader know what the text that had been read. The students can pronounce the words in written text fluently but when the teacher asked what they have just read, they are unable to answer. Hence, comprehension is important for the students.

“Reading comprehensioan is usually a primary focus of instruction in the post – primary grades, after readers have largely masterd word recognition skills, althought comprehension of text should be an integral part of reading instruction with beginning readers as well” (Snow, 2002:10). According to Grellet (198:3), “Understanding a written text means extracting the required information from it as

efficiently as possible”. Another author who has a same poin of view in reading comprehension is Snow (2002:11) stated, “ reading comprehension as the process of silmutaneously extracting and constructing meaning throught interaction and involvement with written text language.”

From the statement above, It can be conclude that reading comprehension is a process to understand the text/messages. The understand comes from the interaction between the words that are written and how they spark off knowledge outside the text/message.

C. Technique of Reading

Clarke, Dobson and Silberstein (1996: 1) stated that there are four basic types of reading as follow :

1. Skimming

Skimming is quick reading for general ideas. When you skim you move eyes quickly to acquire a basic understanding of the text. You do not need to read everything, and you do not read carefully. You read, quickly, such things as the title, subtitle, and topic sentence. You also look at pictures, charts, graphs,.. etc for clues to what the text is about.

2. Scanning

Scanning is also quick reading, but when you scan, you`re looking for information about a question you want to answer. You are usually looking for a number or a word or the name of something. When you scan, you usually take the following steps.

- Decide exactly what information you are looking for and what form it is likely to take.
- Next, decide where you need to look to find the information.
- Move your eyes quickly down the page until you find what you want. Read to get the information.
- When you find what you need, you usually stop reading.

3. Reading for thorough comprehension

When you read for thorough comprehension, you try to understand the total meaning of the reading. You want to know the details as well as the general meaning of the selection. When you have thoroughly comprehended a text you have done the following things.

- You have understood the main ideas and the author's point of view.
- You have understood the relationships of ideas in the text, including how they relate to the author's purpose.
- You have noted that some ideas and points of view that were not mentioned but implied by the authors. This is called —drawing inferences.
- You have understood most of the concepts in the passage as well as the vocabulary. This may require you to guess the meanings of unfamiliar words from context or to look up words in the dictionary.

4. Critical Reading

When we read critically, we draw conclusions and make judgments about the reading. We ask questions such as, —What inferences can be drawn from this? Do I agree with the point of view? We often do this when we read, but in

some cases it is more important than others, for example, when authors give opinion about important issues or when you are trying to make a decision.

D. Story Mapping Technique

The term story mapping consists of two different words. They are story and mapping. Hornby in Oxford Advanced Learner's Dictionary (2003: 815) 'story' is a description of events and people that the writer or speaker has invented in order to entertain people. According to Steven Nathanson (2006:6), "a story is a chain of events causing complications for the main character (protagonist)".

In the other hand, the term of map defined as a drawing to describe or give information about something, especially the way it is arranged or organized, it is like a tool to figure out something easily. Bigman & Becker (2002:149) stated "mapping is a good way to make easier in remembering the text, it can be call as a map of the information".

From the explanation above, it means that story map is a graphic organizer representation of the story. Diane M. Hannay (2015: 21) stated "Organizing and retaining important information in a story is a skill all students must learn in order to improve reading comprehension". The map will illustrate a way to provide an overview af a story. Text frames or graphic organizer are the key questions and categories of information that paralled the text patterns used by authors (Armbruster & Anderson: 1985). Idol-Maestas and Croll (1985) demonstrate this using a reader-directed story map study guide procedure structured to take readers' attention to the elements of story grammar (e.g., setting, problem, goal, action) during reading.

Based on Reading Strategies - The Booklet, stated that

“story maps are used for teaching students to work with story structure for better comprehension. This technique uses visual representations to help students organize important elements of a story. It could help the students understanding the elements of the text, finding the main idea and the moral value of a narrative text. Students learn to summarize the main ideas, characters, setting, and plot of an assigned reading”.

According to Richard T. Vacca and Jo Anne L. Vacca (1998: 400) “graphic or visual representation help learners comprehend and retain textually important information”. This is done by allowing students to identify the story characters, plot, setting, problem and solution. Story map graphic organizers come in many different formats. The most basic focuses on the beginning, middle, and end of the story. More advanced organizers for middle school and high school students focus more on plot or character traits.

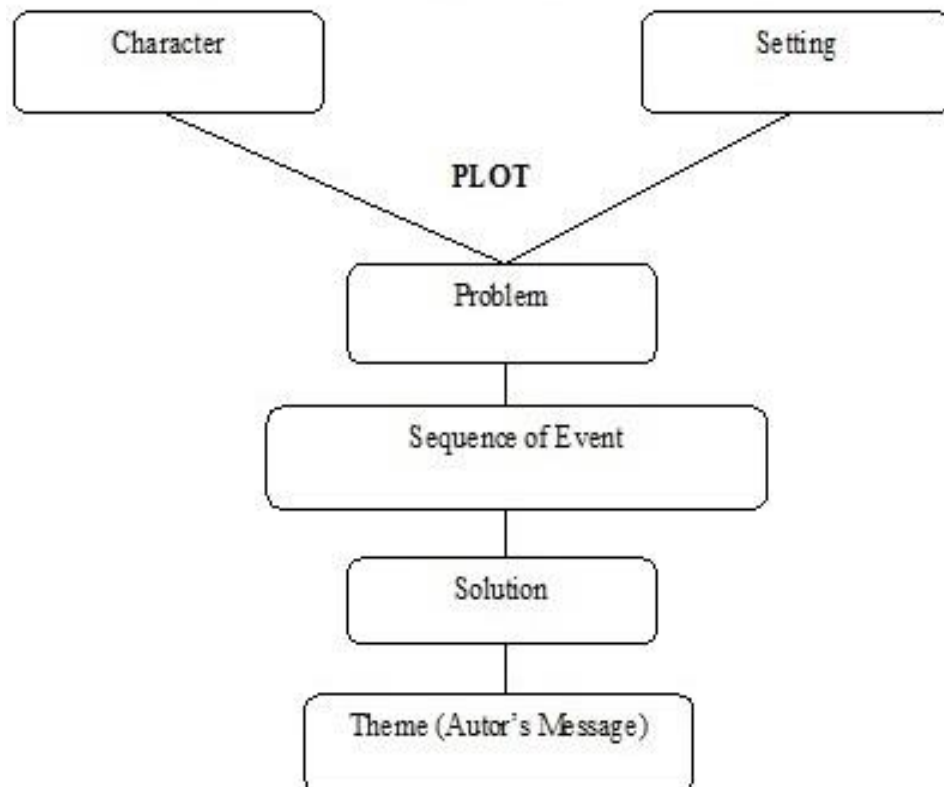
Story Mapping can be used with the entire class, small groups, or for individual work. This strategy helps students examine the different components of an assigned text or story. The use of story map as a comprehension strategy can be beneficial for all students, and is especially helpful for students needing as the additional support of a graphic organizer. Think about a story map as you read a story. According to literary research (Baumann & Bergeron, 1993) the findings of prior research on Story Mapping, namely, that teaching students about story parts enables them to recognize and recall important elements in narrative selections.

There are some figures of Story Mapping technique. They are Story Stars, Flower Diagram, Honeycomb Diagram, 5 Label Circle around a main oval, 5-W's

Labeled Circle, 5-W's Chart Diagram, 5w+H Chart Diagram, Blank Story Mapping, Comprehension Question.

In this research, the researcher only choose one figure of Stoty Mapping to improve students' reading ability to analyze narrative text. It is Blank story Mapping. The researcher choose Blank Story because, it is a simple graphic. So, the students can draw this graphic easily.

Figure 2.1. Blank Story Mapping adapted from Renald (2001: 12)





Story mapping can be modified to use with students of any age, there are very simple text maps and graphic organizers in fun shapes for young students that will still serve their basic purpose. From the the Blank Story Mapping

adapted from Renald (see figure 2.1), here the researcher modified the Blank Story Mapping.

Figure 2.2 Modified Story Mapping Renald's Graphic

STORY MAP

Title :	
	
Characters:	Setting:
↓	
Problem/Conflict:	
↓	
Sequence of Event:	
- - - -	
↓	
Resolution/Ending:	
↓	
Moral Value/Coda	

From the explanation above, the researcher can conclude that the Story Mapping is one of technique in reading comprehension, it is the technique used after story has been read. This Story Mapping technique is designed to show how the concept or key words of a story are related one another. The result is shown through graphic representation. Thus, the whole story (includes identifying the characters, plot, setting, problem and solution) will be shown from the graphic representation. Hence, Story Mapping technique is a way to understand a story by visualising it into a graphic of map.

E. Narrative text

Narrative text fantasy text or fiction story that tell a story. According to Prasetya (2011: 32), narratvie is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which in turn find a resolution.

According to L. Spenser (2005), there are some steps to construct a narrative text into a good organization of narrative text. There are orientation, complication, and resolution. The steps for constructing a narrative text are as follows:

1. Orientation

In orientation, the writer introduces the main characters and possibly some minor characters. Besides, the writer also tells the audience or readers about when the story is taking place and where the action is happening.

2. Complication

In complication, it includes the sets off events that influence what will happen in the story. It describes the rising crises or problems which the participants to do with. It is the main component of story.

3. Resolution

In resoluion, the writer shows the way of participant to solve the crises or problems, better or worse. In addition, a coda can be given in the last part of the text as an optional step. Coda provides a comment or moral based on what has been learned from the story.

From the statement above, the researcher concludes that narrative text is show the character, place and time as the orientation in the first paragraph then folow by sequence of event in chronological order. Then, it will ending with the resolution to solve the problems in th story.

The language features that is found in narrative text are :

1. A narrative text is focusses on specific participant.
2. There are many action verb.
3. Direct and indirect speechesare often used.
4. It is usually Past Tense
5. Linking word are used related with time.
6. Sometimes the tense in some dialogs can change.
7. Descriptive language is used to create listener's or reader's imagination.
8. Temporal conjunction are also used.

F. Story Mapping for Narrative Text

In reading text, there are many kind of the text, just like recount, report, descriptive, expository, argumentative and narrative. One of the type that Junior High School students learn in their English classroom is the narrative text. The researcher choose narrative text as reading material and also for Story Mapping because it is interesting text, like legend, fable fairy tail and etc for students and also have the beneficial (coda) for the reader.

According Steven Nathanson quote from Willingham (2004) outlined four main advantages of narrative texts: everyone loves a good story, i.e., *Reading Horizons*, 2006, 47, (1) stories are universally enjoyed as oral or written discourse; (2) stories are easier to comprehend thus read more quickly than non-narratives; (3) the structure of narratives -known as story grammar-- provides a more familiar organizational pattern for ideas which is more accessible than expository texts; and (4) active reading involves "on-line" processing and makes inferences and narrative texts evoke interesting ambiguities or unresolved details which translate to more effective memory-making. Likewise, the purpose of narrative is to entertain the reader. Thus, It will attract student to read the story and get the information.

Based on the article *Harnessing the Power of Story: Using Narrative Reading and Writing Across Content Areas* (2006: 11) by Steven Nathanson "story is a powerful tool to promote learning. With the story students can imagine and draw the meaning, so they can learn about the story. Therefore, the students can took the value while they read the story. According to Steven Nathanson

(2006:12), results suggested that the narrative-type story rated higher among participants when ranked for reader interest. Willingham (2004) characterized stories as easier to comprehend because they provide signals or cues of sequence, use repetition of familiar names and phrases and vocabulary words, and generate interests in a main character or characters.

But, it also any the difficulties to comprehend a narrative text because it contains stories in which they have to find the meaning of the stories. To facilitate comprehension and memory of stories, students need to know about the general structure of stories. One tool, teachers can use to help students understand story grammar is the story map. Story maps are templates that provide students a concrete framework for identifying the elements of narrative stories. The points in story map can actually make the comprehension of narrative text material attached to their mind. This comprehension is evident at the point generic structure (orientation, complication, resolution). From the the generic structure of narrative text shows the basic element or usually called the story elements of the story.

The basic story elements of a story map for narrative text are:

- Setting – when and where the story occurs
- Characters - the most important players in a story
- Problem/Conflict - the focal point around which the story is centered
- Events - the attempts by the main character(s) to resolve the problem or conflict

- Resolution/Solution/Conclusion - the outcome of the attempts to resolve the problem or conflict

Since the main point of narrative text material is generic structure and the story elements, students are trained to determine and identify the information in the story elements and they can easily comprehend the material. Based on the article, the use of story maps, structured graphic organizers or story maps such as the story face (Staal, 2000) could help students identify problem, conflict, solution, characters in a wide range of content-area non-fiction materials and subjects. Such a framework should be used consistently to help students develop habits for analyzing information, solving a problem, or analyzing historical events, geometric patterns, relationships, statistical tables, or artifacts.

G. Stages of Implementing Story Mapping

Using Story Mapping in teaching reading comprehension, there are some steps which should be done by the teacher systematically. Pamela (2004: 364) told clearly about these steps. They are:

Step 1: Introduce to the students the concept of story mapping together with what benefits for students are. Tell the students that story mapping would be helpful to develop their reading comprehension of a story. Make them sure using story mapping will give more understanding about narrative text.

Step 2: Explain the major components of story mapping through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story, after that identifying the orientation or significant plot developments. It leads to

sequence of action to note characters' attempts in overcoming problems, then evoke to get the solution. A teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story mapping form are defined.

Step 3: Direct them when the students commit errors to reread the story using guidance question even modeling to help them come up with an appropriate response, to make the students get the focus on the target of reading.

Step 4: Ask students to read independently. Encourage them to write the answers using key words only while the teacher is still questioning such as 'who is the main character? what is he like? where does the story take place? what problem does happen mostly? how is the end of the story? Etc.' After that give some comments to the students for appropriately identifying story mapping elements. And then evaluate the answers to make sure them fix to the appropriate questions.

Step 5: Have students through selected stories and complete the story map worksheet on theirs after students use the story mapping technique independently. And then, check students' responses and share individually with those students requiring additional guidance and support them.

Step 6: Prepare some exercises and give them to the students to evaluate. It will measure the students' comprehension of the story. It is done individually through to take students' daily score.

H. Previous Studies

The same research concerned about story mapping technique had been conducted by the previous researchers.

The first, the research that had been conducted by Dwi Wahyu Wicaksono, (2013) entitled —"Improving The Eight Grade Students Ability in Reading Narrative Text Using Story Mapping At SMPN 3 Kalidawir in The Academic year 2012/2013". Dwi's research is an Classroom Action Research (CAR) that consists of two cycles. The result of the research show that there is an improvement of the students mean score that is 73.25 at first cycle, while the second cycle the students mean score improve until 78.87. Based on the result of the research the use of Story Mapping strategy is needed in the classroom since this strategy can improve students' comprehension and students' achievement. Whereas, in here the researcher use pre-experimental study. The technique is same that is Story Mapping, and the skill that will be measure is reading comprehension. But, the researcher observe that this technique is effective or not toward students' reading comprehension of the eight grade students at SMPN 2 Sumbergempol.

The second, the research that had been conducted by Fitriasya Anggraenyi (2013) entitled —"Improving Students' Reading Comprehension In Finding Elements Story Through Story Mapping Strategy". Almost same with the first previous study that the researcher had found. This research is Classrom Action Research (CAR) that consists of two cycles. The result of the research show that there is an improvement of the students. At first cycle the mean score of students'

competence in comprehend the reading text is 67,69 , while the students' mean score in the second cycle was 78,85. It was categorized "average to good". This meant that the students' general mean score improved from the first cycle to the second cycle. The students' general mean score increased 11.16% from the first cycle into the second cycle. The results show there was improvement on students' reading comprehension ability in narrative texts. In this second previous study, actually totally different with this research. The design is CAR and in my research is pre-experimental. The researcher give the treatment and use pre-test and post-test. If the score of post-test is higher than pre-test, it means the technique is effective. So, from the different mean of pre-test and post-test, the researcher know that the technique is effective or not to implement in reading comprehension.

The third, the research that had been conducted by Rezha Ady Nugraha (2013) entitled —"Teaching Reading Comprehension Of Narrative Text Of The Tenth Grade Students Of SMAN 1 Karanganyar Demak In The Academic Year 2012/2013 By Using Story Mapping". This research is experimental research using quasi experimental usig one group pre-test and post-test design. The result of this research can be concluded that there is significant different achivement before and after taught by using Story Mapping technique. In finding a significant difference between two variables, the writer conducted t-test for dependent sample. The calculation of the collected data results that in the level significance 0.05 or 5% and degree of freedom (df) 44, the t-observation (t0) is 13,05 and the t-table (tt) is 2.04. It means that $t_0 > t_t$ (t-observation is higher than t-table).

Based on the result, the Story Mapping was effective to improve students' reading comprehension. Rezha also expects that story mapping can be used as one of alternative teaching techniques to teach reading. In this third previous study, the design is same with the researcher that is pre-experimental or quasi experiment design using quantitative approach with one group pre-test and post-test. The different is on the respondent, if Rezha choose the tenth grade, the researcher choose the eight grade. But for the technique, skill and the text that to be observe is same.

And the fourth, the research that have been conducted by Kukul Prakusumasari (2015) entitled —"The Use Story Mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 Academic Year". This research uses descriptive research. Descriptive research involves collection of technique used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. In this research, the researcher is using instruments of collecting data namely; (1) Observation, (2) Interview. Based on the observation and interview, the reseacher found some results, that the story mapping technique gives positive impact to the success of teaching reading of narrative text. The Sory Mapping technique helps the students to comprehend the content of narrative text easily. And also story mapping technique helps them remembering the important content of reading narrative text. In this fourth previous study, it is totally different about the design of research method. In this present research, the researcher use pre-experimental design using quantitative approach with one group pre-test and post-test. But in

those previous study use descriptive research. It is also different how to collect the data, the different is on the instrument, in Kukuh's research the instrument is observation and interview, but in this present research the instrument is test, that is pre-test and post-test. In the other hand, there is any similarity from the previous research by Kukuh and this present research. The similarity is on the selection of technique and skill that implemented to be observe in Junior High Scool. The technique is Story Mapping and the skill is reading.

After comparing and contrasting the above four previous studies, it indicates in some difference and similirity. Here the researcher conduct a research in teaching reading comprehension by Story Mapping technique. The fourth previous study is the same on the use of Story Mapping technique in reading comprehension, it is also same on the text of story that is narrative text. And in the first, second and fourth previous studies chosen the eight grade for the respondent. The design that same with this present study is the third previous study implementing by Rezha Adi Nugraha. The similarity is on the research method, that is pre-experimental design using quantitative approach with one group pre-test and post-test. Eventhought it is the same on the use of Story Mapping technique. But it is also has difference, the main difference between all the previous studies with this present studies is on the graphic of Story Map. This present study modified the graphic of Story Map from Renalds' graphic (see figure 2.2). The researcher modified the graphic because to attract the students to fill the Map.

But over all, the four previous studies have the same positive result. The result prove that the Story Mapping technique is good for students' reading comprehension. The use of Story Mapping improves the students' achievement in learning English especially in reading comprehension.

Hence, from the four previous studies above it proved that the present research originally belongs to the researcher.