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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. The Nature of Reading

Reading is one of the subjects to get information and knowledge about everything readers need from written form. Then, reading is very important, and it is one of the four language skills that should be mastered by student for all level (Fiprinita, 2013, p. 1). Regarding with the previous idea, Harmer stated that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition (Harmer 2007, p. 99). Furthermore, Patel & Jain stated that reading is the most activity in language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language (Patel & Jain, 2008).

Tanersley also pointed out that reading is a complex process made up of several interlocking skills and process. For a reader, reading requires complex and dynamic process in order to gain the level of comprehension (Tanersley, 2003). That is why some of the readers are often difficult to interpret the ideas in the material.

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In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity become useless. Johnson stated that “Reading is the practice of using text to create meaning” (Johnson, 2008, p. 12). In addition Reading is not just to get information but have to go through an understanding of the content of the text or the intention and purpose of the author. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read (Astiyandha, 2012, p. 111).

Based on explanation above, reading is a process where students practice reading a word by using text to create meaning that within in a text. Reading also regarded as a second language who divide problems and questions in reading comprehension which students can take information in the text and then take conclusions of text that students read.

b. The Purpose of Reading

Reading is an interactive process that goes on the between the reader and the text, that resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning. Reading is an activity with a purpose. Traditionally, the purpose of learning to read in a language has been to have access to the literature written in language.



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In language instruction, reading materials have traditionally been chosen from literary texts that represent higher forms of culture (Byrnes, 2004, p. 1).

Furthermore, Klingner stated that the purpose of reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences (Klingner, 2007, p. 2). In addition, the purpose of reading comprehension is for a reader understand and interpret what he reads. In order to follow a story, the reader must comprehend what is happening as the story progresses. If the reader cannot comprehend written information, he is unable to learn from it and use it effectively (Burkart, 1998, p. 33)

Based on the statement above the purpose of reading to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style and for enjoyment, or to enhance knowledge of the language being read. The purpose of reading also determines the appropriate approach to reading comprehension.

c. The Nature of Reading Comprehension

Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer

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is stating. “No one process defines reading comprehension by it self, but together they provide a fairly accurate account of the processes required for fluent reading.” (Grabe and Stoller, 2002. P. 17)

In addition, Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000, p. 306). Furthermore, Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11).

Besides, Wilis stated that “Goals of Reading Comprehension Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process” (Wilis, 2008, p. 127). It means the purpose of reading comprehension strategies is that the students can improve efficiency neural of process comprehension the text.

Based on the statements above reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

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d. The Components of Reading Comprehension

According to King and Stanly, there are five of components of reading comprehension that may help students to read carefully (King and Stanly, 1989, p. 330). These are:

1) Main Idea

The main of paragraph is what the author wants you to know about the topic. Furthermore, Mikulecky and jeffries stated that main idea is what the authors says, thinks, or wants to communicate about topic (Mikulecky and jeffries, 2007, p. 134). Identifying the topic can generally help the reader to understand main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for waiting and the message he or she wants to share with the reader. sMain idea is not only in the beginning of the paragraph, but also in the middle and the end of the paragraph.

2) Factual of Information

The reader is able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information question. The factual of information question are preceded by WH-question (where, why, what, who, how).

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3) Locating Reference

In this item, you will be asked to find antecedent of a person, antecedent is a word or phrase to which a pronoun refers. The pronoun such as: it, them, etc.

4) Making Inference

The problem including in the test of English as a foreign language is making inference. Making inference help students use their own background knowledge to find out what they do not know. In this type, you need to use the evidence that you have to make an inference. It means after you have evidence from reading a passage, you can make logical conclusion based on the evidence. It can be about the author's viewpoints.

5) Finding the Meaning of Vocabulary

Vocabulary is more than list of target language words. As part of language system, vocabulary is intimately interrelated with grammar (Nunan, 1999, p. 101). It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topik of the paragraph. From the components of reading comprehension above, the researcher conclude that the students will understand the paragraph and they must master the component of the reading text first. They should



master main ideas of the paragraph, identify inference and telling the information.

e. **The Narrative Text**

Narrative text is a kind of text telling and entertaining the readers. According to Sejnost and Theise said that narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poem) and nonfiction (memoirs, biographies, news stories) (Sejnost and Theise, 2010, p. 9). The narrative text form is unique, because authors relate ideas they want to express about how people behave and what they believe. Those ideas, or themes, generally relate to universal truths and make connections to the reader's experience. Besides, Neo stated that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way (Neo, 2005, p. 2).

The main purpose of the narrative text is to entertain the reading about fact or fiction story. Sejnost and Theise said that the purpose of narrative text is to entertain, to gain and hold a reader's interest. In addition, speakers, advertisers, and politicians use stories to persuade us to except or reject an idea (Sejnost and Theise, 2010, p. 9).

On the other hand, Anderson stated that the steps for constructing a narrative are:

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- 1) **Orientation/ exposition** The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.
- 2) **Complication/ rising action** The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and even serves to (temporally) toward them from reaching their goal.
- 3) **Sequence of event/ Climax** this is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.
- 4) **Resolution/ falling action** In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end?')
- 5) **Reorientation** it is an optional closure of event.

Meanwhile, Anderson stated that the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells

about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step comment (Anderson, 1997, p. 8).

In addition, Koffman and Reed stated that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending (Koffman and Reed, 2010, p. 1).

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

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f. Students' Reading Comprehension in Narrative Text

Reading comprehension is the activity where the students actually understand what they read about. Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11). Furthermore, Patel and Jain stated that reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success for students (Patel and Jain, 2008, p. 113).

The students themselves are the readers. They are as the readers will be activated to make an interaction with the text. While interacting with the text, the readers commonly use some related reading strategies. The text used in this research is narrative text. According Anderson, narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener (Anderson, 1997, p. 8). The narrative text is one of the texts taught in majority of classroom context, thus, the students are required to interact with this text genre.

In this research, the narrative text used as a one of genres text taught in Junior High School 1 Kunto Darussalam. Frankly, reading narrative text is not really difficult when comparing with other genres. It is easy if the readers know about the narrative itself.

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g. The Factors Influence Students' Reading Comprehension in Narrative Text

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11).

There are two factors that influence students' reading comprehension and they are related one another, they are: internal factor and the external factor.

1) The Internal Factor

The internal factor means the factor which come from the reader himself (Kahayanto, 2005, p. 13). This factor dealt with self-motivation and interest.

a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation (Brown, 2001, p. 75).

b) Interest

Interest is being one of the important factors in order to increasing the students' reading comprehension. If one has interest to read, it means that he or she will get a comprehension.

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2) The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a) Reading Material

The students' comprehension in reading depends on the difficulty of the text. Thus, it can influence students' comprehension if the text given is not at the right level of the difficulty of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

In line with the explanation, the factors that influence students' reading comprehension, refers to use of triple entry vocabulary journal strategy to build up students' reading comprehension and also want to see the effect of using triple entry vocabulary journal strategy to improve students' reading comprehension.

h. Triple Entry Vocabulary Journal Strategy

Berthoff stated that Triple entry vocabulary journal is a variation of the dual-entry diary which helps students focus specifically on word learning (Berthoff in Greene and Coxhead, 2015, p.53). On the other hands,

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triple entry vocabulary journal helps students to learning new vocabulary. Triple entry vocabulary journal is defined as a note taking strategy to learning new vocabulary. This is a strategy for learning new vocabulary that uses a three-columns note taking format with columns for a word in context, definition in one's own words, and a picture, memory aid, or phrase related to the word. In addition, Nancy stated that triple entry vocabulary journal is evident on many students' desks (Nancy, 2010, p. 167).

Besides, George Stated that Triple Entry Vocabulary Journal Strategy is useful in reading the text. It helps students understand key words when reading text that may limit comprehension if they are not known (George, 2002, p. 92). It means that using Triple Entry Vocabulary Strategy in the teaching and learning reading will improve students vocabulary mastery and they will have more comprehension about what they read.

Furthermore, Sewell also stated that the triple entry vocabulary journal strategy entails students writing down the vocabulary word in one column. In the next column they write down the definition of the term and in the third column students can draw a picture, graph, or diagram to help them remember the words. This strategy is most useful when students are dealing with a large number of vocabulary words while they are learning through both text and images (Sewell, in Johnson, 2015, p. 24).

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Once children start reading, most new vocabulary is learned through reading, not from being taught (Cunningham, 2005, p. 2). So, vocabulary supports reading comprehension, and reading (with good comprehension) supports vocabulary development of these competencies (Oakhill, et al. 2015, p. 15). And without any knowledge about vocabulary the students will difficult to comprehend the text that they read. So, triple entry vocabulary journal strategy is important to improve the student knowledge about vocabulary.

To use triple entry vocabulary journal, the researcher has found the procedures of triple entry vocabulary journal from two journals, and one book those are: *Accelerating Literacy Learning*, Chicago Public Schools and *Academic Vocabulary for Middle School Students* by Jennifer Wells Greenee, Ph.D. that can be concluded as follows:

- 1) Teacher asks the student to divide a notebook into three columns.
- 2) Teacher models the strategy with several words
- 3) Teacher asks students to write target of words in column one from the text which has new vocabulary that students found.
- 4) Teacher asks students to write sentence in the text in the second column.
- 5) Teacher requests students to write their thought related to the word as a their target in the third column.

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- 6) Teacher divides the students become partner A and B, each of the partner shares and completes the column until all words have been discussed.

The triple entry vocabulary journal can be seen as the following example:

Target of Words	Sentence in the Text	My Thoughts

Based on explanation above, the researcher concludes that Triple Entry Vocabulary Journal is a useful strategy that can be used to help students easy to learning new vocabulary which they find in the narrative text when they are read.

B. Relevant Research

Relevant research is intended to avoid the “*plagiarism*” toward the designs and the findings of the previous researches (M. Syafi’i, 2015, p. 103). Besides, we have tto analyze what the point focused on informing the design, finding and concluding the previous research, that of:

First, a research was conducted by Firdaus entitled “The Effect of using Double-Entry Journal technique toward Reading Comprehension of the Second

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Year Students at Senior High School 3 Merbau of Meranti Island Regency” he tried to find out the students’ reading comprehension in narrative text. From the research, he found that there is significant different of the students’ reading comprehension that is not taught and that is taught by using Double-Entry Journal Technique of the second year students at Senior high school 3 Merbau of Meranti Island Regency.

Second, a research by Irma Juita her researchh entitled “ the Effect of using Vocabulary Journal Strategy on Students’ Reading Comprehension at state Junior High School 1 Cerenti Kuantan Regency. The design of this research is a quasi experimental design. The sample is taken by using cluster random sampling. She tried to find out the students’ reading comprehension in narrative text. From the research, she found that there is significant different between the students taught by using and taught without using Vocabulary Journal Strategy at State Junior High School 1 Cerenti Kuantan Regency.

In this research, the researcher tries wants to know about the effect of using Triple Entry Vocabulary Journal Strategy on students’ reading comprehension at second grade of junior high school 1 Kunto Darussalam.

C. The Operational Concept

Operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper (M. Syafi’I, 2015, p.103). Avoiding a misunderstanding in this research, the researcher will use the operational concept as guidance. This

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research is designed into two variables; independent and dependent variables. The independent variable is using Triple Entry Vocabulary Journal strategy, symbolized by X while the dependent variable is Students' reading comprehension, symbolized by Y.

The Triple Entry Vocabulary Journal as the independent variable (X) has some operational concepts. It can be illustrated by the steps of triple entry vocabulary journal are:

1. The Teacher asks students to find out the new word for them in the text.
2. Teacher asks the students to make into three columns in the paper.
3. Teacher explains the students how to use the strategy with several words.
4. Teacher asks students to write target word in column one from the text which has new vocabulary that students found.
5. Teacher asks students to write sentence in text in the second column.
6. Teacher requests students to make their thoughts about new word that they found. Therefore, in the third columns the students write my thought.
7. Teacher divides the students become partner A and B, each of the partner shares and completed the column until all words have been discussed.

The Students' reading comprehension in narrative text as the dependent variable (Y) has some indicators. Those are:

1. The students are able to identify main idea of narrative text.
2. The students are able to identify the factual Information of narrative text.
3. The students are able to identify the locating reference of narrative text.

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4. The students are able to identify the communicative purposes of the narrative texts.
5. The students are able to find the meaning of vocabulary in narrative text.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that the students who are taught by using triple entry vocabulary journal strategy will have better reading comprehension. Furthermore, the better implementation of triple entry vocabulary journal strategy in reading subject is, the better students' reading comprehension of narrative text will be.

2. Hypotheses

- a. H_a : There is a significant effect of using Triple entry vocabulary journal strategy to improve reading comprehension at second grade students in junior high school 1 Kunto Darussalam.
- b. H_0 : there is no significant effect of using triple entry vocabulary journal strategy to improve reading comprehension at second grade students in junior high school 1 Kunto Darussalam.