CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Reading Comprehension

There are a lot of definitions about reading. Linguists stated their opinions about reading. Some of them argued that reading is the process to get, to understand, to catch the content of reading. Reading is also a process to understand a written text which means extracting the required information from it as efficiently as possible.

Lems, et al (2010, p.33) stated that reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. In other words, they are facilitated by their schemata or background knowledge to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily.

The statements above show the various definitions of reading. It can be concluded that reading is a way to acquire information from something that was written. Reading involves interaction between a reader and a passage. Therefore, it is the way, that the reader accepts messages from the text. Then, reading has a great contribution to the students who want to get information and to enrich their knowledge.

Reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read. Comprehension to a text is

not easy, hence readers must concentrate well when they read a text. According to Tankersley (2003, p.90) Comprehension is the center of reading. Exactly, comprehension is very important in reading. Snow (2002, p.12) stated that there are three elements in comprehension:

    a.   The reader who is doing the comprehending

    b.   The text that is to be comprehend

    c.   The activity in which comprehension is a part.

In addition, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Linse (2005, p.71) stated that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much-more complex than merely decoding specific word. Klingner (2007, p.8) said that reading comprehension is a multi-components, highly complex process that involves interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the types). It means that the primary activity of reading is to comprehend what the text is about.

In comprehend the text, Snow (2002, p.13-14) also stated that reader must have wide range of capacities and abilities. These include:

1) Cognitive Capacity (e.g. attention, memory, critical, analytical ability, interference, and visualization ability).

2) Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).

3) Various type of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategies)

According to Irwin on Klinger (2007, p.9) there are five basic comprehension processes that work together simultaneously and complement as follow:

1. Micro Processes

   Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chungking" involves grouping words into phrases or clusters of words that carry meaning and requires and understanding of syntax as well as vocabulary.

2. Integrative Processes

   This process involves understanding and inferring the relationship among clauses. For example, the reader is reader is being able to identify and understand pronoun and to infer causation across sentences.

3. Macro Process

   In this process, the reader is able to organizer idea in a coherent way. The reader can do this by summarizing the key ideas.

4. Elaborative Processes

   In this process, our prior knowledge make inference beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

5. Metacognitive Processes

   Metacognitive is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, reviewing underlining important words or section of a passage, note taking and checking understanding.

In order to understand text, a reader must be able to identify word rapidly, know the meaning of almost all the words and be able to combine units of meaning into a coherent message. Understanding of the text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategy. The teacher's role during reading comprehension instruction is to ensure that students participate actively prior to reading, have the strategies and skills to use when reading, and try to make sense of the text by understanding the author's intention and bringing their own experiences to bear on the text.

Reading cannot be separated from comprehension because the result of the reading activity is to comprehend what has been read. Reading without

understanding what has been read is useless. to comprehend, Snow (2002, p.13) stated that a reader must have a wide range capacities and abilities.

Based on the explanation above, the researcher concludes that reading is an activity by reading a written text that has messages for readers in order to make the reader understand the writer's through idea and knowledge. Without reaching the comprehension, the reading activity becomes useless because the reader gets nothing from it.

2. The Nature of Narrative Text

There are several kinds of text learned by the students. One of them is narrative text. Narrative text is a kind of text which is telling about a story what happened in the past. According to Kane (2000, p. 366) narrative text is a meaningfull sequence of events told in words. The content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Sejnost and Theise (2010, p.82) said that narrative text includes any type of writing that relates a series of events and include both fiction (novels. Short stories, poems) and nonfiction (memoirs, biographies, newstories).

Additionally, Setiawan (2016, p.150) a narrative text is the text in the form of fiction story. The example of narrative texts are: folklore, legend, myhtc, short story, etc. The generic structures of narrative text are as follows: the first is an orientation (can be a paragraph, a picture or opening a chapter) in which the narrator tells the audience about what, when and where the action is happening. The second is complication that telss the beginning of the problem which leads to

the chrisis of the main of participant. And, the third is a resolution provides the final series of the events either in happy or sad ending.

In summary, narrative text is a kind of the text that tells a story, emuses the reader, make the reader think about an issue, and also teaches them a lesson. Narrative text shows the sequence of events which involves imaginative thoughts and fictive stories to present. It spreads the sequence on by one to get an amazing story.

Luardini and Asi (2014, p.91) stated that the criteria of generic structure for narrative text include three components: orientation, complication, and resolution.

There are three components of generic structure, they are:

1) Orientation. This stage tells us about the introduction about the characters, times, and places.

2) Complication. This is about the events that happened in the story. The complication usually involves the main character.

3) Resolution. This is about the solution of the story and it could be happy or sad ending. Sometimes there are number of complication that have to be resolved. These add sustain interest and suspense for reader.

The example of generic sturcture of narrative text is as follow:

Orientation	Once upon time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten

	years old.
Complication	One day Cinderella was very sad because she heard that. her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore. One night in the other palace of the kingdom there lived the handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.
Resolution	Suddenly come to her room a fairy. She helped Cinderella to prepare for coming to the party. A coachman ready to bring Cinderella and a fairy said to her "You must go home before late at night"
Complication	When Cinderella was dancing with the prince, she forgot the time was over. She quickly went home and her shoes left in front of the palace.
Resolution	Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.

3. The Nature of Gallery Walk Strategy

a. Definition of Gallery Walk Strategy

Education (2009, p.83) stated that Gallery Walk is a process by which students use observation skills to gather data and draw conclusions about topic. Additionally, Shelley (2012, p.2) gallery walk is a classroom activity in which

students rotate through a variety of tasks. Each task may consist of a question or very short activity to complete, before rotating to another one. And then, Delgado (2006, p.1) defines that a gallery walk is an activity that allows students to discuss and display their final work around a room much like artists would display their artistic pieces in an exhibit. It is a way that students can share their group work projects and they can get some feedback from their learning community.

Brown and Johnson (2012, p.18) stated that gallery Walk strategy can help students to comprehend narrative text, make an opinion and background knowledge. This strategy can be viewed as a suitable strategy in teaching reading, especially in term of narrative text.

Some experts suggest some steps in applying this strategy in reading. However the researcher choose one of the procedures. The following is the procedure of Gallery Walk strategy. Brown and Johnson (2012, p.18):

a. Select pictures and print on individual posters/sheets of paper

b. Tape pictures around the room on walls; allow space so students don't crowd together while looking at the pictures

c. Label each picture #1-10

d. Ask students to consider at least three questions pertaining the censorship

e. Ask students to write on their paper: "My Thoughts/Opinions/What I Notice" and number 1-10 down their paper

f. Tell students this exercise requires absolutely no talking; if they talk, they must sit down and read quietly

g. Instruct students to take their pen and pencil with them and move about the room, looking at all of the pictures

h. Instruct them to record their thoughts, what they notice, and other opinions about each picture; the number on their paper should correlate to the number next to the picture

i. After the Gallery Walk, tell students to Pair-Share and discuss what they observed and thought about the topic

j. Instruct students to record final thoughts on the subject.

k. If there is any time, one or two students share with the class

4. **Assesment of Reading Comprehension of Narrative Text**

Richards and Schimidt (2010, p.35) Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires, etc. According to Brown (2008, p. 4) assessment is an ongoing procces that encompasses a much wider domain. Thus, assessment is a process to know students ability by using test, interview, observation, questionnaires, etc. Brown (2003, p.194) mentioned some possible activities which can be done in term of selective reading, they are:

a) Multiple Choice (For Form-Focused Criteria)

This technique is designed by using for option and the respondent will choose one as the correct answer.

b) Matching tasks

At this selective level of reading, the test taker's task is simply to respond correctly, which makes matching an appropriate format.

c) Editing Tasks

Editing for grammatical or rhetorical errors is widely used test method for assessing linguistic competence in reading. This technique not only focuses on grammar but also introduces a simulation of the authentic tasks of editing errors in written passages.

d) Picture-Cued Tasks

Task-taker's are shown a picture, such as the one on the next page, along with a written text and are given one of the number of possible tasks to perform.

e) Gap-Filling Tasks

An extension of simple gap-filling task is to create sentence to complete items where test-takers read part of a sentence and then complete it by writing a phrase.

Based on the explanation above, there are some actvities that can be done in assessing students' reading comprehension. In this research, the types that the researcher use in assessing reading comprehension of narrative text is multiple choice.

B. The Relevant Research

The researcher found the researches that have relevancy with this research. The first research was done by Susan Pricilia (2015), her research title is "The Effect of Using Gallery Walk Strategy toward Students' Speaking Ability of the Second year At Sman 6 Pekanbaru". The research method was experimental. In this research, she tried to find out wheter the Gallery Walk strategy can help students to increase the students speaking ability in the learning process. The result of this study shows that there is an significant effect by using Gallery Walk in teaching speaking. Based on this research, it is clear that Gallery Walk in teaching speaking ability is succesful.

Then, the second research was done by Linati Marta Kalisah (2014), her research title is "The Effect of Using Gallery Tour Strategy on Students' Reading Comprehension at State Vocation High School". The researcher used the experimental research. In this research, he tried to use Gallery Tour Strategy in order to make the students to comprehension the narrative text. The result of this study shows that there is a significant effect by using Gallery Tour in teaching reading at State Vocation High School

In this research, Susan Pricilia find out the significant Effect of Using Gallery Walk Strategy toward Students' Speaking Ability of the Second year At Sman 6 Pekanbaru. And Linati Marta Kalisah find out there is significant effect of Using Gallery Tour Strategy on Students' Reading Comprehension at State Vocation High School. Furthermore, the researcher find out the significant effect

of using Gallery Walk strategy on students reading comprehension of narrative text at the first grade students of Madrasah Aliyah Negeri 1 indragiri Hulu.

C. The Operational Concept

Operational concept are derived from related theoretical on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013, p.94). This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. In analyzing the problem of this research, there are two variables used, variable X is the effect of Gallery Walk strategy and variable Y is reading comprehension.

Variable X: The indicators of Gallery Walk strategy was taken from Brown and Johnson (2012, p. 18)

    a. The teacher select pictures and print on individual posters/sheets of paper

    b. The teacher tape pictures around the room on walls; allow space so students don't crowd together while looking at the pictures

    c. The teacher label each picture #1-10

    d. The teacher ask students to consider at least three questions pertaining the censorship

    e. The teacher ask students to write on their paper: "My Thoughts/Opinions/What I Notice" and number 1-10 down their paper

f. The teacher tell students this exercise requires absolutely no talking; if they talk, they must sit down and read quietly

g. The teacher instruct students to take their pen and pencil with them and move about the room, looking at all of the pictures

h. The teacher instruct them to record their thoughts, what they notice, and other opinions about each picture; the number on their paper should correlate to the number next to the picture

i. The teacher after the Gallery Walk, tell students to Pair-Share and discuss what they observed and thought about the topic

j. The teacher instruct students to record final thoughts on the subject

k. If there is any time, the teacher ask one or two students share with the class

Variable Y: the indicators of Reading Comprehension was taken from Brown (2003, p.206)

a. Some of students are able to identify the topic of narrative text.

b. Some of the students are able to identify the generic structure of narrative text.

c. Some of the students are able to identify the word reference of narrative text.

d. Some of the students are able to identify the inference of narrative text

e. Some of the students are able to identify the social function of narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that there is an effect of using Gallery Walk Strategy on students reading comprehension of narrative tex at the first grade students of Madrasah Aliyah Negeri 1 Indragiri Hulu..

2. The Hypothesis

a. H_0: There is no significant effect of using gallery walk strategy on students' reading comprehension of narrative text at the first grade students of Madrasah Aliyah Negeri 1 Indragiri Hulu

b. H_a: There is a significant effect of using gallery walk strategy on students' reading comprehension of narrative text at the first grade students of Madrasah Aliyah Negeri 1 Indragiri Hulu