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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The nature of reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. In this case, we can see that reading is very important skill that we have to learn it. According to Tarigan (in Jaenal, 2010), reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. According to Oka (in Jaenal, 2010), if viewed in terms of differences in scope, it can be distinguished three kinds of meaning to read: Understanding the first is a narrow sense, namely the sense that regards reading it as a process of written symbols recognition. Into this process included the recognition of words carefully, in a wide range, and quickly. Patel and Jain (2008) indicate that reading is not only a source of information and pleasure activity but also as a means of consolidating and extending one's knowledge of language. The process of reading may be broadly classified into three stages:

- a. The recognition stages: The students simply recognize the graphic counterparts of the phonological items,
- b. Structuring stages: The students see the syntactic relationship of the items and understand the structural meaning of the syntactical units.
- c. Interpretation stage: The highest level in process of reading. The students comprehend the significance of word, a phrase or a sentence in the overall context of the discards,

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According to Nunan (2003), reading is an essential skill for learners, reading is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class when reading in English required. Additionally, Kalayo and Fauzan (2007), reading is an activity with purpose. A person may read in order to gain information, to get enjoyment, and enhance the knowledge of the language being read. The text presents letters, words, sentences and paragraphs that encode meaning. Kalayo and Fauzan (2002), also stated that the reader uses knowledge, skills, and strategies that include:

- a. Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- c. Sociolinguistics competence: knowledge about different type of text and their usual structure and content.
- d. Strategic competence: The ability to use top down strategies as well as knowledge of the language.

The goal of reading is comprehension, according to Tankersley (2003), comprehension is the center of reading. Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structure of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on own level of

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understanding while reading material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. Based on the explanation above, the writer concludes that when the readers read, they should comprehend the contents of the text. The writer emphasizes that comprehending is more than just recognizing and understanding words. According to Judy (2008), reading comprehension is covering how the brain takes in new information through variety of neural networks using patterns, categories, and relational connections, and build the new data into comprehend knowledge.

2. Narrative Text

According to Bachtiar, et al (2005), narrative is some kinds of retelling, often in words (though it is possible to mime a story), of something that happened in a story. The narrative is not the story itself but rather the telling of the story –which is why it is so often used in phrases such as “written narrative,” etc. While a story just a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. In a series of events, a car crash takes a split second. A narrative account, however, might be almost entirely about the crash itself and the few second leading up to it. Narratives thus shape history (the series of events, the story of what happened). Moreover Kane (2000) noted that a narrative is a meaningful sequence of event told in words, based on the statement, narrative text is a kind of the text that tells a story

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using a series of events. Narrative text can be fiction or nonfiction, so the essential purpose may vary according to type of narrative text itself. There are several types of narrative text that have the purpose each on, these are:

1. Mystery is to intrigue and entertain
2. Fantasy has the purpose to entertain and fuel the imagination
3. Myth that is to provide a fictional explanation for natural phenomena
4. Legend is to provide information about the way particular people live
5. Fairy tale is to amuse and to convey cultural information
6. Fable sets out to teach the reader or listener a lesson they should learn about life

Sudarwati (2006) also stated that there are some language features of narrative text, using noun, pronoun, noun phrases, time connectives and conjunction. In short, there are some components of narrative text such a generic structure, orientation, complication, resolution, re-orientation, and language features. To be to able to comprehend narrative text, firstly students should be to able recognizing all those components. Moreover, Cohen in Sarwo (2013) said that in narrative text, students need to comprehend the topic and other information of narrative text. In other words, in reading narrative text, students can improve their reading comprehension based on the indicators of reading comprehension itself.

3. Teaching Reading

The goal of teaching reading is to make the readers able to get the ideas, the information and able to comprehend the text that they read. It means if the reader reads the text, they will be able to get the information

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from the text and they are able to synthesize and evaluate the information that they get from the text. It is an essential part of the reading process.

According to Nunan (2003), there are 8 principles for teaching reading, namely:

- a. Exploiting the reader's background knowledge.
- b. Building a strong vocabulary base.
- c. Teaching for comprehension.
- d. Working on increasing rate.
- e. Teaching reading strategies.
- f. Encouraging readers to transform strategies into skills.
- g. Building assessment and evaluation into your teaching.
- h. Striving for continuous improvement as a reading teacher.

Besides, Martin in Elfi (2014) added that readers need to know how to improve their reading comprehension. Here are some suggestions in order to improve reading comprehension.

- a. Develop a broad background,
- b. Know the structure of paragraph,
- c. Identify the type of reasoning,
- d. Anticipate and predict,
- e. Look for the method for organization,
- f. Create motivation and interest,
- g. Pay attention to supporting cues,
- h. Highlight, summarize and review,

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- i. Build a good vocabulary,
- j. Use a systematic reading technique.

In other words, a reader needs to focus on many things such kind developing their prior knowledge and prediction, having much of vocabularies and using certain reading technique to comprehend the text. In addition, Sadoski (2004) adds “there are two main goals of teaching reading that balance between the effective domain and cognitive domain”.

1. Affective Goals

- a. Developing positive attitudes toward reading. The term attitude, as used here, applies to students’ perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students’ confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a “can do” spirit, rather than avoiding it because it is painful and frustrating.
- b. Developing personal interest and tasted in reading having a positive attitude is not enough. Lifelong reader chooses to persuade their life interest through reading. Having an interest in reading means having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.

2. Cognitive Goals

- a. Developing the use of reading as a tool to solve problem. Reading weighs heavily in the tool belt of working, technological society. It

helps as to solve a broad array of personal and social problems in a complex, literate world. Reading is also way to deal with everyday problem where printed language is a feasible and requisite solution.

- b. Developing the fundamental competencies that comprise reading is the most basic goal.

In conclusion, teaching reading comprehension is a complex aspect of reading. Then, teaching reading is not an easy job, and not only asking students to read the text, but also guiding them to comprehend the message of the text itself.

4. Students Reading Comprehension

To increase the students' reading comprehension, The Barrett Taxonomy is designed originally to assist classroom teachers and students in developing reading comprehension, it is include in questions or test questions for reading text. Alderson and Uquart stated that there are five Barrett's taxonomies of reading comprehension, they are as follows:

- a. Literal comprehension is the students are able to identify the information on the text directly. It is the lowest level of students' reading comprehension. Literal is divided into two types, they are recognition (students are able to procedure from memory ideas and information explicitly) and recall (students are able to procedure from memory ideas and information explicitly). Recognition and recall consist of details, main ideas, sequence, comparison, cause-effect relationship, and characters traits.

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- b. Reorganization is the students are able to analyze, synthesize and organize ideas and information explicitly stated in reading text.

Reorganization is divided into some types, they are:

1. Classifying (placing person, things, and place into group)
 2. Outlining (organizing a selection in outline form)
 3. Summarizing (paraphrasing the text)
 4. Synthesizing (consolidating information from more than a single source)
- c. Inferential comprehension is ideas and information is used as the basis for making intelligent hypotheses. The students may infer some case below:
 1. Supporting details (suggesting additional facts if the students selection more informative)
 2. Main ideas (providing the main idea if it is not stated explicitly)
 3. Sequence (conjecturing what will happen when no explicit statement in the text)
 4. Comparison (comparing the information in the paragraphs)
 5. Cause and effect relationship
 6. Character traits (hypothesizing characteristics of person)
 7. Predict outcomes (predicting what will happen as a result of reading part of the text)
 8. Figurative language (inferring literal meanings from the figurative use of language)

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- d. Evaluation is requiring response indicating that an evaluative judgment has been made based on the students' experience and knowledge. The students make the following judgments:
 1. Reality of fantasy (judging whether an event is possible)
 2. Fact or opinion (distinguishing between support and unsupported data)
 3. Adequacy or validity (judging whether information in a text agrees with other sources)
 4. Appropriateness (determining relative adequacy of different parts of a selection in answering specific question)
 5. Worth, desirability or acceptability (make decisions of good, bad, right and wrong)
- e. Appreciation is involving all the above related dimension of reading, and requiring to be interesting and emotionally and also affectively to the ideas and information in the reading selection. It is included both the knowledge of, and the emotional. Appreciation includes both knowledge and emotional response to literary, forms, styles, and structures:
 1. Emotional response to content (verbalizing feeling about the selection)
 2. Identification with character and incident (demonstrating sensitivity with characters or events)
 3. Reaction to the speaker's use of language (responding to the author's ability to created language)

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4. Imagery (verbalizing feeling produced by the author's selection of words that produces visual, auditory, sensation, or image)

In addition, Brown maintains that there are some reading comprehension question futures that can be evaluated, they are main ideas, expression/idiom/phrase/ in context, inference, grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary context.

In short conclusion, to comprehend the reading text, the students should pay attention and master the reading comprehension seriously, because reading comprehension is not the simple process but it needs cooperation of brain and eyes.

5. Assessment of Reading Comprehension

Klingner (2007) stated that reading comprehension assessment has different purposes, they are:

- a. To compare students' comprehension levels to those of students in a forming sample.
- b. To find out if students have met pre-established criteria for their grade level.
- c. To inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

In encouraging students' comprehension in reading text, teacher needs to give some relevant questions related to the text to make students

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understand about the context of it. Therefore, the reading manuals are usually very helpful to the teacher in constructing questions.

The Barrett Taxonomy designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well. Barrett taxonomy (2013) consists of five parts:

1) Literal Comprehension

It focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension is divided into 2 parts:

- a. Recognition : it requires students to locate or identify ideas or information explicitly stated in reading selection.
- b. Recall : it requires students to produce from memory ideas and information explicitly stated in reading selection.

2) Reorganization

It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.

3) Inferensial comprehension

It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

4) Evaluation

It requires responses by students which indicate that an evaluative judgment has been made. Students may compare idea

presented in the reading selection with external criteria provided by the teacher, other authorities, or written source with internal criteria provided by students' experiences, knowledge or value.

5) Appreciation

Involves all the previously cited cognitive dimensions of reading, for it deal with the psychological and aesthetic impact of selection on the reader.

In conclusion, Barrett taxonomy is important to be used by teacher as guidance to make relevant questions to develop students' reading comprehension.

6. Concept of spelling be strategy

a. The Definition of Spelling bee

According to Uranga (2003), spelling bee is a contest in which competitors are eliminated as they fail to spell given word correctly. It is also called *spelldown*, to improve children's reading comprehension skill. Spelling bee is more than memorizing words or letters which form a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the words correctly.

Kichura (2008) stated that spelling bee is a competition, usually among children, where contestants are eliminated and form is spelling a word. However, spelling bee can be conducted anywhere and anytime. Event adults have their own spelling bee, with the list of words that of more difficult to children.

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b. Procedure of Spelling bee

According to Herrera and Zanata (2000), the procedures of spelling bee are as follows:

1. The teacher gives the narrative text
2. Let them read two or three times
3. Ask the students to understand the text
4. Teacher gives the students the word that is used in spelling bee
5. The teacher will pronounce the word
6. The students will then pronounce the word, spell the word, and pronounce the word again.
7. The teacher will have the responsibility for stopping the student if he/ she fails to pronounce the word or if the student pronounces the word incorrectly.
8. If student still begins to spell without pronouncing the word, he/she will be disqualified from the contest.

In this case, the participant must:

- a. Pronounce the word before spelling, this is to ensure that the student has heard the correct word.
- b. Look at the bee master when spelling the word.
- c. Spell the word orally, participants will not be allowed to write the word before spelling it.
- d. Pronounce the word again after the word is spelled.
- e. Speak clearly and loudly, the officials' decision is final in determining the correctness of the spelling, which may be misunderstood if not spoken clearly.

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- f. The participants may ask for any pronunciation, meaning, or sentence to be repeated

Timing:

1. The participant shall have 30 second form the time he/she pronounces the word until he/she must begin the word. If the participant does not begin spelling at the end of the 30 second period, he/she shall be reminded by the bee master, who will be informed by the head judge (timekeeper).
2. Once the participant begins spelling the word he/she will have 30 second to complete the spelling of the word.
3. A participant will be disqualified if he/she does not follow the above listed timing rules

Retracing:

1. Having started to spell a word, a student may stop and start over, retracing the spelling from the beginning. However, in the retracing, there can be no change of letters and their sequence from those first pronounced.
2. If any letters and their sequence are changed in the respelling, the speller will be disqualified

Spell- off Bee elimination

1. When a participant misspells a word, he/she immediately drops out of the contest. The next word is given to the next participant.
2. Once the remaining participants total (10), the spell-off bee will cease and the (10), the spell-off bee will cease and the (10) finalists will advance to the final Spelling bee.

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Final Spelling Bee Elimination

1. When a participant misspells a word, he/she immediately drops out of the contest. The next word is given to the next participant.
2. When the participants are reducing to two, the elimination procedures change. At that point, when one participant misspells a word, the other contestant shall be given an opportunity to spell that same word.
3. If the second contestant spells that word correctly, plus the next word on the Bee Master's list, then the second participants shall be declared the champion of the Bee.
4. If one of the last two participants misses and then the other, after correcting the error, misspells the new word submitted to him/her, the misspelled word shall be referred to the first speller.
5. If the first speller then succeeds in correcting the error and correctly spells the next word on the Bee Master's list, then he/she shall be declared the champion.
6. If both spellers misspell the same word, both shall continue in the contest, and the one who first misspelled the word shall be given a new word to spell. The pattern will continue until one of the participants is declared the champion.

c. Advantages of Spelling bee

Karen (2008) said that one of the winners in spelling bee competition, Chase Brown had studied every night since winning the Anderson County Bee. He also stated that he likes to get to learn new

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words. That is in line with Uranga's statement (2003) that spelling is a very important part of education.

According Kichura (2008), Spelling Bee encourages students to study that there is spelling word, as well as to learn how to compete with one another. If students are encouraged to study their spelling words, it means that they will improve their vocabulary which soon they will be able comprehension certain text, especially on narrative text.

B. Relevant Research

Syafi'i (2013) says "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself". In order words, the researchers have to analyze what point that was focused on, inform the design, finding and conclusion of the previous research, they are:

1. The first relevant research was conducted by Jeani Shinta Rahayu (2009) entitled : " Spelling bee game in teaching narrative text" type of this research was a quasi experimental research, the population was the first grade of Junior High School 5 Cimahi, the researcher took two classes as a sample. In the data analysis of this research, the researcher gave pre-test and post-test to both of the classes , she concluded that teaching narrative by using spelling bee can improve students reading comprehension. In this

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present research the researcher used two variables, Spelling Bee and narrative text.

2. The second relevant research of this research by Devita Novia Choriana (2016) entitled : “ The use of Spelling Bee game to improve students’ understanding of simple past tense “ type of this research was a classroom action research, the sample of this research consisted of 26 students in one class, this research was conducted in 2 cycles. In the first cycle, the students’ enthusiastic was 56% while in the second cycle was 80%. It means that spelling bee game could improve students’ enthusiastic significantly. The result of this study showed that the of use Spelling Bee game could improve students’ understanding of simple past tense.

The difference of this research and previous research are the methode of this research quasi experiment, and the variable my reserach are Spelling Bee Game and narrative text, meanwhile the variable privious reseach Spelling Bee Game

C. Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpreting in scientific study. Syafi’i (2013) says “operational concepts are derived from related theoretical concepts on all the variables that should be practically and empirically operated in an academic writing-a paper”. There were two variables used in this research, they are variable x that refers to Spelling Bee Game and variable y that refers to reading comprehension.

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1. The Indicators of Variable X

- a. The teacher gives the narrative text
- b. The teacher asks the students to reads two or three times
- c. The teacher asks the students to understand the text
- d. Teacher gives the students the word that is used in spelling bee
- e. The teacher will pronounce the word
- f. The teacher asks the students to pronounces the word, spell the word, and pronounce the word again.
- g. The teacher will have the responsibility for stopping the student if he/she fails to pronounce the word or if the student pronounces the word incorrectly.
- h. The teacher will disqualify the students who spell without pronouncing the word.

2. The indicators of Variable Y

The indicators of narrative text can be seen follows:

- a. The students' ability to identify the communicative purpose of narrative text.
- b. The students' ability to identify the specific information of narrative text.
- c. The students' ability to identify the generic structures of the narrative text.
- d. The students' ability to identify the language features of narrative text.
- e. The students' ability to identify word inference of narrative text.

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D. The Assumption and Hypothesis

a. The Assumption

In this research, the writer assumes that the students who are treated with Spelling Bee Game will improve their ability in reading comprehension.

It helps students at State Junior High School 40 Pekanbaru the ninth grade in improving their reading comprehension.

b. The Hypothesis

a. The first hypothesis

H_{a1} : There is a significant difference in the students' reading comprehension pre-test mean scores between an experimental group and a control group.

H_{o1} : There is no significant difference in the students' reading comprehension pre-test mean scores between an experimental group and a control group.

b. The second hypothesis

H_{a2} : There is a significant difference in the students' reading comprehension post-test mean scores between an experimental group and a control groups.

H_{o2} : There is no significant difference of the students' reading comprehension post-test mean scores between an experimental group and a control group.

c. The third hypothesis

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H_{a3}: There is a significant difference in the students' reading comprehension of narrative text between pre-test and post-test mean scores by using Spelling Bee Game at ninth of Junior High School 40 Pekanbaru.

H_{o3}: There is no significant difference in the students' reading comprehension of narrative text between pre-test and post-test mean scores by using Spelling Bee Game at ninth grade of Junior High School 40 Pekanbaru.

d. The fourth hypothesis

H_{o4}: There is a significant effect on students' reading comprehension in pre-test and post-test mean scores without using Spelling Bee Game of the control group at State Junior High School 40 Pekanbaru.

H_{o4}: There is no significant effect students' reading comprehension in pre-test and post-test mean scores without using Spelling Bee Game of the control group at State Junior High School 40 Pekanbaru