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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is approached as a thinking process—one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for perceiving patterns and structure within sentences are included.

In addition, According to Nunan (2003.p.68) stated“reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated”. It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

Good reader can identify by the reader know what the text talking about, making conclusion and taking information from the text. Brown (2004.p.189) pointed there are five basic types of reading performance, they are:

a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied.

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b. Selective

This category, the students can give brief respond from the text that are intended as well. In other words, the combination of bottom-up and top-down processing in teaching reading.

c. Interactive

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

d. Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

All four components above can sign for students' reading performances are. To achieve these reading performance purposes we need to active in kind of text. People cannot imagine that it is same as develop oral language ability. Nunan (1991.p.82) said developing reading skill involves qualitatively different process. In other Hand, Reading skill must become habituation to achieve it.

In this research, the researcher would use selective category. In this case, it is suitable for junior high school students' level. The students can understand about the text which has three or four paragraphs. They can give their respond by using top-down and bottom up concepts.

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2. The Nature of Reading Comprehension

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. “Reading comprehension involves much more than readers’ responses to text. Janet, Sharon and Allison (2007.p.8) stated reading comprehension is a multicomponent, highly complex process that involves many interactions between reader 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 text types)”. 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.

Reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes. So, there are two concepts of reading comprehension (Nunan.p.1991):

1) Bottom-up

Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers’ understanding of the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute to the meaning of a sentence, a sentence to a paragraph and so on.

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2) Top-down

Top-down reading is the process where the reader can find out the information of the text, and understanding the text based on their knowledge about the text. Many readers do not fully understand the text, because they have not appropriate background knowledge about the text. In order to read confidently, students should understand what they read.

3. Assessing Reading Comprehension

Richard (2011, p. 132) stated that the assessment refers to continuous process of gathering formal and informal information about student learning and about teachers' instructional processes. Furthermore, according to Brown(2003,p.4) the assessment refers to the ongoing process that encompasses a much wider domain. Thus, the assessment can be defined as the evaluation of the students' performance.

In short conclusion, the researcher concludes that when readers read, they will make a connection between their background knowledge and the new information from the text. In this case, there is interaction between readers and text that they read. When the readers are reading, they make a prediction and conclude the information that comes from the text. Before they conclude the information that comes from the text, they filter the information against from their background knowledge and try to make a sense or understand about text.

B. Narrative Text

1. Narrative Text

According to M. Syafii (2014) a narrative text is a text telling the readers about a true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event. Gerot and Wignell (1994) mention the function of the narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways.

According to Wallace (1992: p30), narrative is a type of text to retell activity or past event for narrating problems and resolution to amuse or entertain and often intended to give morality to the reader. It usually has a number of events that take place and a problem that needs to be solved by the characters.

2. The Nature of Narrative Text

According to Siahaan and Kisno (2008, p.73), Narrative can be defined as a story that is written to entertain people and to tell a story or various experiences in different ways. It means that narrative is an interesting story to entertain the audience with a set of various character, event, and something that can be learned from the story. In addition, Cohan Steven (2001, p.73) stated that a narrative recounts a story, a series of events in a temporal sequence. In other words, narrative is a text which communicates the readers or listener about a sequence of events of a story.

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In addition, Anderson and Kathy (2003, p.18) describe genres of narrative text, such as imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, romance, horror stories, adventure stories, fables, myths, legends, historical narrative, ballades, slice of life, and personal experience.

Besides, National Strategies (2012, p.1) noted that narrative text has some characteristics that can make these kinds of the text easy to be recognized and to be known. Those are:

- a. Narrative usually was completed by using images or interactive elements.
- b. Narrative is written by the first or the third person.
- c. Narrative is written by chronological order.
- d. The characters in the narrative are often stereotypical and contrasting.
- e. Each genre of narrative has its own typical characters, setting, and events.
- f. The most common generic structures of narrative are opening, complication, and resolution.

From the explanation above, it can be concluded that narrative is a text that has purpose to entertain the readers. A narrative text consists of a number

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of character, events, and time sequence which it has several genres and characteristics. Furthermore, it uses a past tense as a tense.

3. The Purpose of Narrative

There are some purposes of narrative text. According to Aderson and Kathy (1987, p.1), the purpose of narrative text is “to present a view of the world that entertains or informs the reader or listener. In other book, Adreson and Kathy (2003, p.) states that “narrative text can also make the audience think about the issues, teach them a lesson or excite their emotion. It means that the reader gets the feeling of some issues and get the pleasure from the story.

In addition, Betty (2006, p.124) stated that the purpose of narrative is to entertain and establish camaraderie whether the account is fiction or fact, and specific purpose, is to inform other people and the main idea, fact or event will often be stated first.

4. The Generic Structure of Narrative Text

According to Grace and Sudarwati (2006.p.154) the generic structures of narrative text are:

a. Orientation

Sets the scene: where and when the story happened, introduces the participants of the story: who and what are involved in the story.

b. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. The Grammatical feature of Narrative Text

Narrative text usually includes the following grammatical features.

According to Mark and Anderson (2003, p.43), the grammatical features of narrative text with the example, they are:

- a. Noun that identifies the specific characters and place in the story (e.g. farmer, hunter, village, man, goose, egg).
- b. Adjective that provides accurate descriptions of the characters and settings (e.g. poor farmer, old man, long gray bears, expensive thing, ordinary egg, golden egg lazy, arrogant, greedy farmer).
- c. Verb that shows the actions in the story (e.g. lost, prayed, passed, too pity, gave, help, found, forgotten, late, to late).
- d. Times words that connect events, telling when they occurred (e.g. long time ago, one day, few days later, thereafter).

5. Factors Inference Students' Reading Comprehension in Narrative Text

According to G.C Ahuja (1995, p.13) that reading involved comprehension beyond decoding in literal label interpretation of the printed symbol. France Grellet (1999:3) literal level interpretation involves translation of what the words say while decoding process serves as a tool for the mental process when the reader tries to get meaning out of the painted material.

- a. Students activate their world and literary knowledge to link what they know to what they read.
- b. students recognize the meaning of familiar words and apply word learning strategies to understand what they are read.
- c. Students have adequate cognitive resources available to understand what they are reading when they read fluency.
- d. Students actively direct their reading, troubleshoot problem when they occur.
- e. Students automatically note details that support main ideas, and use other skills.

6. The Nature of Text with Picture Strategy

Text and picture strategy two general approaches to improving learning success based learning can be differentiated. Researcher focus on how to improve learning success in learning from text and pictures by developing guidelines for the design of external representations.

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According to Bartholome, T and Bromme, R (2006) said the text and picture are presented spatially separated so that the two representations must be mentally intergrated. If all relevant information is related to each other, a coherent mental representation can be constructed. But many learners are unable to related text and picture information successfully.

One of these guidelines is the split-attention-principle, which edvises making use of spatially integrated text and picture combinations, instead of text and picture which are presented in integration, for instance. However despite principled design of material, the achieved result sometimes fall short of expectations. According to Bartholome, T and Bromme, R (2006) the procedure as follow:

- a. The students read text carefully, modeled and explicitly instructed the text with picture strategy with some examples to the experimental group until she was confident that each student learned how to use it properly.
- b. After explicit instruction, the teacher divided students into small group. students fine the central statement of the text and the central elements of the picture.
- c. In the next session, the students clarify the relationship between the text and the picture do you read. After that the students think about what was new for the students and what the students knew before.

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- d. The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups.
- e. Then the teacher gives a text and asks the students to read the text. Finally, they completed the exercises individually, in pairs or in small groups.

Based on the procedures above, we can see that students have to participate with the topic given by the teacher. Students can share all of their ideas in the group, they can also ask questions related to the topic, and every student should give her or his opinions or comments and make a summary about some ideas in the group.

C. Teaching Reading Comprehension by Using Text with Picture Strategy

1. Definition of Text with Picture Strategy

Picture is a part of visual aids as a technique in teaching English reading at Junior High School. Visual aids are a situation where the learner can see what is named after the word to be learned. It gives a lot of contribution because with picture, students not only can hear but also can see the sign which is illustrated by the picture to express an of idea or word.

Based on the definition above, it can be summarized that stories are imaginary language and full sequence of events in a work

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of fiction presented in writing or drama or cinema or as radio or television program which are motivating, rich in language experience, and inexpensive. It is very useful to enhance the teaching learning in the classroom.

According to Shoes (1960: p188), a picture is likeness of a person, place, thing or idea on a flat surface produced by means of drawing, painting, or photography.

Using text with picture strategy in classroom is one of the ways to encourage students to learn English. Furthermore, a research conducted by Andrew Wright (2004. P 200) some picture have captions or articles accompanying them: cartoon, newspaper pictures, advertisements, picture cut out of old books, ect. And it is a shame to throw the text away. Event if the text is above the productive level of the students it could be used for reading for gist. Consider retaining the texts and sticking them on a separate piece of card.

According to Hadley (1993.p.106) “a picture is not always worth ten thousand words it is certainly possible to construct differentially effective pictures for the same learning task” (1993,p. 274). Therefore, the question concerning how to choose a supplemental picture that can effectively facilitate reading comprehension has come into many

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people's eyes. Some research has been done on this topic, which can be generally classified into the following four categories.

According to Wright (1989.p.136), the use of pictures may be a good beginning point to help the students to develop their reading skills. Pictures represent the non-verbal sources of the information which helps students to predict what the text might be about. The capability to predict helps the students to recognize meaning more quickly than if they have to sort it out solely from what they hear or read.

2. Teaching Reading of Text with Picture

In applying a strategy, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the strategy run well related to that meaning. According to Bartholome, T and Bromme, R (2006) said the text and picture are presented spatially separated so that the two representations must be mentally intergrated. If all relevant information is related to each other, a coherent mental representation can be constructed. But many learners are unable to related text and picture information successfully. There are some procedure how teaching the strategy:

- a. The students read text carefully, modeled and explicitly instructed the text with picture strategy with some examples to the experimental group until she was confident that each student learned how to use it properly.

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- b. After explicit instruction, the teacher divided students into small group. students find the central statement of the text and the central elements of the picture.
- c. In the next session, the students clarify the relationship between the text and the picture do you read. After that the students think about what was new for the students and what the students knew before.
- d. The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups.
- e. Then the teacher gives a text and asks the students to read the text. Finally, they completed the exercises individually, in pairs or in small groups.

Variable Y (reading comprehension)

- a. Students are able to identify the meaning of some words in the narrative text.
- b. Students are able to identify the information of narrative text.
- c. Students are able to identify the generic structure of narrative text.
- d. Students are able to identify the language features of narrative text.
- e. Students are able to identify the communicative purposes of narrative text.

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D. The Relevant Research

According to Syafi'i (2015, p.103) relevant research is required to previous researcher conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher finds some previous researchers that is relevant to researcher's title which has aim to avoid plagiarism toward the design and the finding of the previous researchers.

Pictures are good visual aid to present what the text about and to give stimulus for the students in teaching learning activities. It stimulates imagination of the students to explore their mind out from the class. It is important for the teacher to be creative to have the students understand the text better.

First reasearch from Siti Masyitoh in his reasearch entitled “ improving students reading comprehension in narrative text through picture-stories at the second class MTSN Boyolali”. From the research found 90% degree of the test and 10% with standart error. It's mean that there is significant different between the students reading comprehension by improving students reading comprehension in narrative text through picture-stories and the students without improving students reading comprehension in narrative text through picture-stories. It can be said improving students reading comprehension in narrative text through picture-stories at the second class MTSN Boyolali. That a pictures as a likeness of a person, place, thing, or idea on a flat surface produced by means of drawing, painting, or photography.

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Second a research from Abdul Haris in his research entitled “The influence of using and without using pictures during pre-reading on students’ reading comprehension achievement at the second year students of MTS Darul Huda Bandul”. From the research, he found that 95% degree of freedom and 5% with standard error. It means that there is significant difference between the students’ reading comprehension achievement scores by using pictures on pre-reading and the students without using pictures before reading the text. It can be said teaching reading by using pictures during pre-reading does not have influence on students’ reading comprehension achievement at the second year students of MTS Darul Huda Bandul.

Using Picture Series on Students Reading Comprehension of narrative text. Based on her research finding, she found that the research text and picture strategy could be reflected it means that text with picture strategy gave more positive effect in increasing the students’ narrative paragraph Reading Comprehension at the second grade of junior high school 3 Kuok . She found that the mean score of student post-test in control class was 69.08, meanwhile, the mean score of students’ post-test in experiment class was 94. It means that there was significant difference between students’ reading comprehension in narrative text was taught by using Text with Picture Strategy and taught without Text with Picture Strategy.

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E. Operational Concept

Operational concepts are derived from related theoretical concepts 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 writer would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of Text with Picture Strategy in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension of Narrative text as a dependent variable.

Variable x (the use text with picture strategy in teaching reading comprehension)

- a. The students read text carefully, modeled and explicitly instructed the text with picture strategy with some examples to the experimental group until she was confident that each student learned how to use it properly.
- b. After explicit instruction, the teacher divided students into small group. students find the central statement of the text and the central elements of the picture.

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- c. In the next session, the students clarify the relationship between the text and the picture do you read. After that the students think about what was new for the students and what the students knew before.
- d. The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups.
- e. Then the teacher gives a text and asks the students to read the text. Finally, they completed the exercises individually, in pairs or in small groups.

F. Assumption and Hypotheses

1. The assumption

In this research, the writer assumes that students' reading comprehension will be better by using Text with Picture Strategy in teaching reading narrative text.

2. The Hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows :

- a. The Alternative Hypothesis (H_a)

There is a significant difference of students' reading comprehension of narrative text between those who are taught by using Text with Picture Strategy and taught without it at state Junior High School 3 Kuok.

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b. The null Hypothesis (Ho)

There is no significant difference of students' reading comprehension of narrative text between those who are taught by using Text with Picture Strategy and taught without it at state Junior High School 3 Kuok.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.