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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

a. Definition of Reading

Reading is one kind of the four language skills. Reading is very important for human being to get knowledge from the books or the articles. According to Fibrinita (2013:1-2), “reading is one of the subjects to get information and knowledge about everything readers need from written form”. It means that reading can improve the reader’s knowledge about everything information that they read.

Reading is an interaction between the reader and the text. The requirements of reading process are practice, development, and refinement. The key of getting successful in reading is more practice by reading more books or articles to improve ability. Reading activity is used for updating the information in our daily life.

According to Harmer (2000:175), reading is not passive skill. To do it successfully, the readers have to understand what the words mean, see the pictures that the words are painting to understand the arguments and work out if the readers agree with them.

Based on statement above, the researcher concluded that a reader should be able to understand what she or he reads about.

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Without knowing the content of reading material, the reading activity becomes inadequate.

b. Definition of Reading Comprehension

Comprehension can not be separate with reading and it can not be far away from reading. It means that because the goal in reading for the readers is to comprehend the information that reader reads before. The main element of reading is comprehension. Sweet and Snow (2003:243), define reading comprehension as the process of simultaneously extracting and constructing meaning.

Mikulecky and Jeffries (2007:74) state “Comprehending what you read is more than just recognizing and understanding words”. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. Then, King and Stanley (1989:330) state that there are five components of reading comprehension that may help the students to read carefully:

1) Finding Factual Information

Factual information requires readers to scan specific details.

The factual information questions are generally prepared for students and those, which appear with WH question word.

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2) Finding Main Ideas

The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as a complete thought and the main idea usually indicates the authors' reason or purpose for writing and the message he or she wants to share with the reader.

3) Finding the Meaning of Certain Word

It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.

4) Identifying References

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, this, etc.

5) Identifying Inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanly divide into two attentions, draw logical inferences, and make accurate prediction.

And the last, According to Grabe (2009:8), there are several purposes of reading namely reading to search information, reading for quick understanding, reading to learn,

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reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many cases, reading for interest or reading to entertain). So, reading has several purposes. One of the purposes of reading itself is to search information, to get knowledge, or comprehension.

According to Grellet (1986:4), there are main ways in reading as follows:

a) Skimming

Skimming is reading quickly over a text to get the gist of idea.

b) Scanning

Scanning is reading quickly through a text to find a particular piece.

c) Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d) Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the theories, it can be concluded that the teachers of reading should be able to improve their students' reading comprehension. To improve students' reading comprehension, the

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teacher can teach some reading strategies to their students. Moreover, to know the improvement the teacher should have the indicators of reading comprehension as follows:

- (a). Students are able to identify the main idea in narrative text.
- (b). Students are able to identify the generic structures in narrative text
- (c). Students are able to find out the meaning of unfamiliar vocabulary in narrative text
- (d). Students are able to identify the language features in narrative text
- (e). Students are able to identify the specific information in narrative text

c. Process of Reading Comprehension

According to Irwin in Syahputra (2014:94) clarified that there are five reading processes that should be considered by the teacher, they are :

1) Micro Processes

In this processes the reader tries to get the meaning from each sentence and find which one is ideas to remember. It seems like find the key words or key point in the sentences. However, to understand sentences there are two processing skills required which are the ability to change group word into meaningful phrases and the ability to choose the idea in every sentence that the reader can remember.

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2) Integrative Process

The requisite in order to make reader remember the idea should be coherent whole. It means that the clause and the sentences should connect each others based on the context. Integrated processing requires the ability to do such as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the totalsituation being described.

3) Macro Process

Macro process is the process when the readers collect and organize individual idea units to become a summary. There are two skills that are necessary for micro process such as ability to choose the general idea from written text and summarize the passage and ability to use general organizational pattern from the author's to organize one own memory representation.

4) Elaborative Process

Actually when readers read a text, sometimes they often make inferences not neccesserily intended by the author and not required for a literal interpretation. The readers often make prediction from what might happen, vivid mental picture, or the information which has similar experience to the reader.

5) Metacognitive Process

Metacognitive process is defined as conscious awereness and control of one's own cognitive processes. This involves

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knowing how to go about achieving a cognitive goal. The process to make appropriate strategies to control comprehension and long-term recall can be called metacognitive process.

Based on the explanation above, it can be concluded that teaching reading includes five processes they are micro process, integrative process, macro process, elaborative process, and metacognitive process.

d. Assessment of Reading Comprehension

To assess reading skill should be appropriate with the assessment given to the students. There are some classifications to assess the reading because it should be appropriate with their levels . According to Brown (2005:189), there are several types in reading :

- 1) Perceptive: in this type, the assessment should involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbol.
- 2) Selective: in this type the assessment should involved the recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
- 3) Interactive: in this type the assessment should involve the interactive reading types that are stretches of language of several paragraphs to one page or more. In this type, reading is a process of negotiating meaning: the reader brings to the text a set of

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schemata for understanding it, and it take the product of that interaction.

- 4) Extensive: in this type the assessment should involve text more than a page and including professional articles, essays, technical reports, short stories and book.

Based on the explanation above, the researcher choosing the types of assessment is selective. Because in teaching reading in level junior high school the teacher should assess their students by using selective assessment. Brown (2005:201) stated that there are several kinds of test appropriate for assessing students in selective level. The following kinds of test are multiple-choice, matching task, short answer task, cloze task, open ended question, editing task, and etc. Then, for this research, the researcher chooses multiple choice as the instrument the measure the students' reading comprehension especially for Narrative text. The reasons why the researcher chooses multiple choicetest are practical, find easy to administer, and score.

2. The Narrative Text

a. Definition of Narrative Text

Narrative text is a kind of text that contains fiction or nonfiction story. The narrative text usually uses past tense formula. According to Richards & Schmidt (2010:276) narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of narrative is to tell a story or to entertain. Thus, narrative text is a text

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which tell a real or fictional story to entertain readers. M. Syafi'i, M. Fauzan, and Jondri (2013:47) also stated that narrative text is to tell about the story whatever is true story or fictions that the results are to make the reader fun and joyful.

b. Purpose of Narrative Text

The purpose of narrative text based on the definition is to make reader fun or enjoyfull in reading a story fiction or true story. According to Mukarto, Sujatmiko, Josephine Sri Murwarni and Widya Kiswara (2007:123), the purpose of narrative text is to entertain the readers with the stories.

c. Generic Structure of Narrative Text

Mukarto, Sujatmiko, Josephine Sri Murwarni and Widya Kiswara (2007:123) stated that there are several generic structure of Narrative text, they are :

- 1) Orientation: it tells about the setting in time and place, and characters.
- 2) Complication: this part tells about prolem (s) to be solved by characters.
- 3) Resolution: it describes the solution to the complication (s) and gives an ending to the story.

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d. Language Features of Narrative Text

According Mukarto,Sujatmiko,Josephine Sri Murwarni and Widya Kiswara (2007:124), there are several language features of narrative text, they are:

- 1) Specific participants or characters.
- 2) The use of past tense.
- 3) The use of past continuous tense.
- 4) A lot of action verbs.
- 5) Some relational verbs to describe the characters and setting.
- 6) Many connectives or conjunctions to sequence the story.

e. Common Forms of Narrative Text which are Studied in Junior High School as Follows:**1) Legend**

A legend is a narartive of human actions that are perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and historized narrative performed in a conversational mode. The examples of legend in narrative text are; Malin Kundang, the legend of Tangkuban Perahu, and the story of Toba lake.

2) Fable

A fabel is short allegorical narrative making a moral print, traditionally by means of animal characters who speak and act like human being. The examples of fable in narrative text are; The

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smartest parrot, the story of monkey and crocodile, and mousedeer and crocodile.

3) Fairy Tale

A fairy tale is typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale are; Cinderella, snow white, and Pinocchio.

4) Science Fiction

Science Fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Some examples of science fiction are; starship trooper by Robert Heinlein, to the moon from the earth by Jules Verne, and others.

3. Students' Reading Comprehension in Narrative Text

According to Westwood (2008:31), reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, to interpret, to organise and to reflect upon the incoming information from the page.

According to Snow (2002:22) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. When an effective reader reads for

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comprehension and understanding, it is an actively engaged and thoughtful process.

When teaching for comprehension, especially for making students comprehend in narrative text. The challenge are two folds: to understand the complexity of the comprehending process, and to apply this knowledge to our work with students. If the mind cannot formulate questions about the reading, true comprehension is impossible. Smith in Dorn and Soffos (2009:43) stated that comprehension cannot occur if a reader is unable to ask questions of the author. In other words, comprehension is the part of reading that is very important to be learned. Therefore, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understand the information.

Brown (2005:188) there are some principal strategies for reading comprehension:

- a. Identify the purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idioms, etc.) .
- e. Skim the text for the gist and for main ideas.
- f. Scan the text for specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

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- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.

In learning process, the rules of teacher in reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step is very important thing to implement those strategies by the teacher. The teacher will help the students comprehend narrative text easily. Teaching narrative text will become easy if the teacher teaches the students to apply the reading comprehension strategies.

4. Factors that Influence Students' Reading Comprehension in Narrative Text

Grellet (1986:278) stated that Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction to inappropriate materials. According to Irwin (1986:102), there are several factors that may influence the comprehension. They are :

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculates can often account for a large portion of the difference between successful and unsuccessful comprehension.

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b. Motivation and Interest

Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural Differences

Teacher should be aware of how cultural differences influences the comprehension of individual students. Should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding Fluency

Students cannot be expected to comprehend passage when they are devoting large amounts of attention to identify individual words. They should be given material they can decode fluently if they develop their comprehension skill.

Based on statement above, it can be concluded that to know wich factors can influence students' reading comprehension in narrative text the researcher used KWL Plus strategy. According to Bailey in Panida (2010:5), KWL Plus is employed by the students for access prior knowledge and engaging their interest before begining a reading comprehension. It means

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that the factor that influence students' reading comprehension in this research was prior knowledge.

5. Nature of KWL Plus Strategy

There are many teaching strategies that have contributed to teachers and professional for improving the students ability in comprehending Narrative text. Every teaching strategy has a variety of purposes. As mentioned before, this research tends to use KWL Plus strategy that is purpose to improve the students' reading comprehension in Narrative text.

Ogle, D (2008:113) stated that "KWL (know, want to know, learn) is a process in which the teacher models and guides active engagement with informational texts. It is a process using the knowledge and information students bring to help each other build a better starting place for learning and to share the results of their reading. Carr and Ogle in Panida (2012:4) "revised the KWL strategy to KWL Plus strategy (short for know, want and learn plus mapping and summarizing)". It means that students can make a semantic map or graphic reorganizing of the key information about what they have learned.

Carr and Ogle in Ogle, D (2008:117) "Plus" KWL Plus means that students are asked to do more reorganizing of what they have learned by making a semantic map or grapic organizer of the key information. It can be concloded that K-W-L Plus is a strategy that requires the students to take a stock of what they know before they dive into reading and then

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think about the key information with make semantic mapping and graphic organizer.

Panida (2012:6) stated that KWL Plus strategy consists of four steps which is known (K) activates students' background knowledge through brainstorming. The Wants (W) invites the students to determine what want to learn. The Learned (L) identify what is learner. (Plus) map text and summarize information.

Based on the ideas above, the researcher concludes that the implementation of KWL Plus comprises four steps of KWL Plus (1) K stands for Know; (2) W stands for Want; (L) stands for Learned (Plus) map and summarize information).

- a. In this step, teacher ask to the students to brainstorm words, terms, or phrases they knew related to the topic and records what they know about the topic in the K column.
- b. In this step, the teacher allows the students make questions that they need to know more from the text and write questions in column W of their chart.
- c. In this step, the teacher asks the students to read the text and answer the question in the next stage column L
- d. In the last step, the teacher asks students to create a map and summarize the text (plus)

Ogle, in Westwood (2008:47) stated that to facilitate this process, a 'KWL Chart' is providing for each student. The chart is rule up with three

columns, head respectively ‘what we know’, ‘what we want to know’, and ‘what we learned’. There are various forms of K-W-L charts that can be distributed to the students as a worksheet or can be developed by the teachers on the chalkboard. The charts can be shown below:

K-W-L CHART

Name : students		
Topic : Beauty and The Beast		
What I already know	What I want to learn	What I learned
The Beast is a prince	Why does a prince becomes the Beast?	Because the prince sent an old woman and she cast a spell over the prince
The beauty is a girl	Who is the beauty?	Maurice’s daughter is named Belle
Belle falls in love with the Beast	Why can Belle fall in love with the Beast?	Because Belle stayed in the castle and she began to like him and they fell in love with each other
The Beast becomes the prince	How does the Beast become the prince again?	Belle declared her love for him the spell was broken

Adapted from Ogle (1986,1989 in Klingnere at.all, 2007:106)

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Beauty and the Beast

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he capture him.

After some time, Maurice's daughter, Belle, began to worry about him.

She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him and finally the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

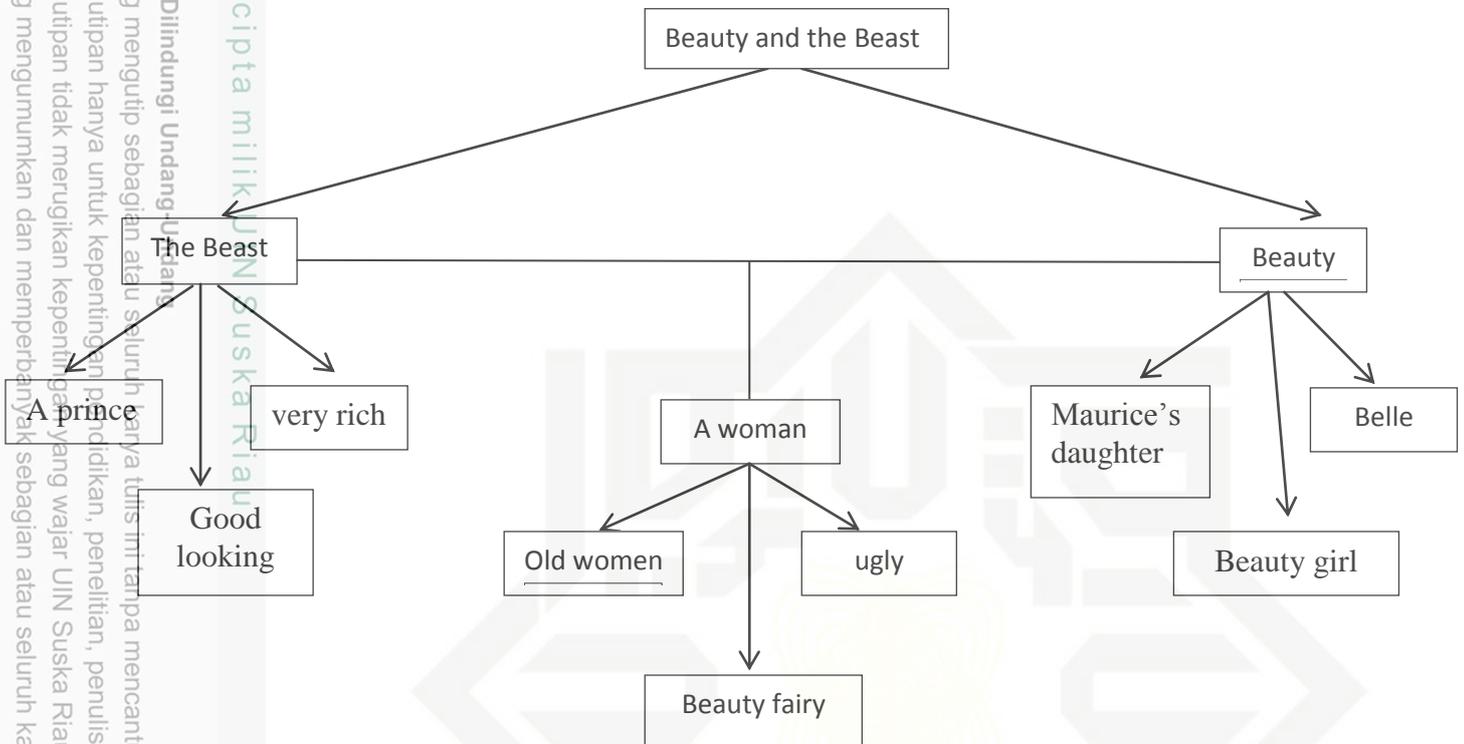
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Mapping



Summary

Once upon a time there was a prince. He was good looking and very rich. He live in beauty castle. One rainy dark night. A woman came to his castle. She was old and ugly. She cast a spell over the prince and look very ugly. After some time, Maurice's daughter named Belle declared her love for the prince and then spell was broken. Then they get married and live happily.

6. Teaching Reading Comprehension by Using KWL Plus Strategy

KWL Plus strategy is a strategy that has benefit to teach reading comprehension that helps students to comprehend the text well. Carr and Ogle in Ogle, D (2008:117) "Plus" KWL Plus means that students are asked to do more reorganizing of what they have learned by making a semantic map or graphic organizer of the key information.

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Panida (2012:6) stated that KWL Plus strategy consists of four steps which is known (K) activates students' background knowledge through brainstorming. The Wants (W) invites the students to determine what want to learn. The Learned (L) identify what is learner. (Plus) map text and summarize information.

Based on the ideas above, the researcher concludes that the implementation of KWL Plus comprises four steps of KWL Plus (1) K stands for Know; (2) W stands for Want; (L) stands for Learned (Plus) map and summarize information).

- e. Teacher ask to the students to brainstrom words, terms, or phrases they knew related to the topic and records what they know about the topic in the K column.
- f. The teacher allows the students make questions that they need to know more from the text and write questions in column W of their chart.
- g. The teacher asks the students to read the text and answer the question in the next stage column L
- h. The teacher asks students to create a map and summarize the text (plus)

B. Relevant Research

Relevant research is very useful for research to know about their research. According to Syafi'i (2014:102), researcher entails to observe the

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previous research that is relevant to the research and it is conducted by the other researchers such as :

1. Riswanto, Risnawati, and Detti (2014) conducted a study about the effect of using KWL (know, want, learned) strategy on EFL students' reading comprehension achievement. The results of his study showed that KWL strategy was effective in improving the students' reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students' reading comprehension achievement was 70.5%
2. Panatda and Chonlada (2010) conducted a study about using mind mapping technique to improve reading comprehension ability of Thai EFL University Students. The result in this study after teaching by using mind mapping technique showed that the majority of the students improved their reading ability and their post-test mean score was 12.15 compared to the pre-test mean score which was 11.17. The post-test mean score was higher than pre-test mean score at the 0.05 level of significance. Most of students were satisfied with their own reading comprehension ability (72.4 %) and enjoyed to work in groups (45.7 %). So this technique can improve students' reading comprehension.

In conclusion, the previous researches are different from this present in variable X and Y. This research used reading comprehension in variable Y, whereas the relevant researches that researcher found were reading achievement and reading ability and in variable X on second relevant

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research was Mind Mapping Technique. Then, the similarity of this research was improved students reading comprehension.

Operational Concept of the Text

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is an experimental research which focuses on gaining the effect of using KWL Plus strategy on students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables, variable X and variable Y. Variable X is using KWL Plus strategy as independent variable. Variable Y is students' reading comprehension of the second grade as dependent variable.

1. Variable X : Using KWL Plus Strategy

- a. The teacher ask to students to brainstrom words, terms, or phrases they knew related to the topic and records what they know about the topic in the K column.
- b. After that the teacher allows the students to make questions that they need to know more from the narrative text and write questions in column W of their chart.
- c. The teacher asks the students to read the narrative text and answer the question in the next stage column L
- d. The teacher asks students to create a map and summarize the text

2. Variable Y: Students' Reading Comprehension in Narrative Text

- a. The students' ability to identify the main idea of Narrative text

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- b. The students' ability to identify the generic structure of Narrative text
- c. The students' ability to find out the meaning of unfamiliar vocabulary of the Narrative text
- d. The students' ability to identify language features of the Narrative text.
- e. The students' ability to identify specific detail information of the Narrative text.

D. Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumes that:

- a. The students' reading comprehension taught by using KWL Plus strategy is various.
- b. The students' reading comprehension taught without using KWL Plus strategy is various.
- c. The better implementation of using KWL Plus strategy in teaching reading the better students' reading comprehension will be.

2. Hypothesis

Based on the assumption above, the hypothesis of this research is:

- a. The Null Hypothesis (h_0)

There is no significant effect of using KWL Plus strategy on students' reading comprehension of Narrative Text at the second grade of MTsN Kampar.

b. The Alternative Hypothesis (h_a)

There is a significant effect of using KWL Plus strategy on students' reading comprehension of Narrative Text at the second grade of MTsN Kampar.



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