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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

Reading is an interactive process between the reader and the writer of texts to get information include in texts by comprehending it. According to Klingner, et.al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (prior knowledge) related to the text itself. Snow (2002) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Moreillon (2007) stated that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Moreover, Patel & Jain (2008) also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Thus, in reading comprehension readers need to understand about components include in the texts.

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Regarding the definition of reading comprehension above, the writer concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what texts talk about. When readers read, they will make a connection between their background knowledge and the new information from the text. In comprehending texts, readers also need to understand about meaning of context, vocabulary, grammatical structure and concept of texts. So that the readers can have good reading comprehension.

#### a. Components of Reading Comprehension

There are many components of reading comprehension which have its own characteristic. King and Stanley (1998) stated five components that may help to read carefully, they are:

##### 1) Finding factual information

In finding factual information, it requires readers to scan specific detail. The factual information questions are prepared for students and those which appear with WH-question word.

##### 2) Finding main idea

Main idea of a paragraph is what the author wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic. It is usually expressed as complete thought and indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

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## 3) Identifying the topic

A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

## 4) Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

## 5) Identifying reference

Reference is the relationship which holds between word and things: words refer things. This references can help readers understanding the reading.

## 6) Making inferences

Inference is a logical connection that you draw between what you observe or know and what you do not know, inferences are reasonable guesses made on basis of available information.

**b. Reading Comprehension in Narrative Text**

Reading comprehension is the ability to construct the meaning of a written text. Being able to read effectively, the readers must concern with

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their reading purpose before they interact with the text. Catherine Snow (2002) mentioned that comprehension entails three elements. They are:

- 1) The reader who is doing comprehension.
- 2) The text is to be comprehended
- 3) The activity in which comprehension is a part

Reading comprehension means understanding what has been read. It is an active process which not only depends on comprehension skills, but also readers' background knowledge and experiences.

There are some texts which are taught in junior high school, such as recount, narrative, procedure, and expository in form of monologue or essay. Narrative text is one of the types of paragraph in reading that should be mastered by the students especially for the eighth grade of junior high school.

Reading comprehension is a process of understanding the text in order to get the information and the meaning of the text. There are several kinds in narrative text such as fairytales, legends, cartoon, and adventure how to use strategies before, during and after reading.

- a. Before reading: plan for the reading task
  - 1) Set a purpose or decide in advance what to read for.
  - 2) Decide if more linguistic or background knowledge is needed.
  - 3) Determine whether to enter the text from the top down or from the bottom up.

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- b. During reading: monitoring comprehension
  - 1) Verify prediction and check for inaccurate guesses.
  - 2) Decide what is and is not important to understand.
  - 3) Reread to check comprehension.
  - 4) Ask for help.
- c. After reading: evaluate comprehension and strategy use
  - 1) Evaluate comprehension in a particular task or area.
  - 2) Evaluate overall progress in reading and n particular types of reading task.
  - 3) Deciding if the strategies used were appropriate for the purpose and for the task.
  - 4) Modify strategies if necessary

## 2. Assessing Reading Comprehension

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.(Richards & Schmidt, 2010). According to Brown (2004) assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires etc. In assessing reading comprehension for Junior High School students, Brown (2004) mentioned some possible activity which can be done in term of selective reading, they are:

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#### a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

#### b. Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

#### c. Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

#### d. Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

#### e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

Based on explanation above, there are some activities can be done in assessing students' reading comprehension. Thus, in this research, the researcher used multiple choice to measure students' reading comprehension, consists of 25 questions.

### 3. Narrative text

As the researcher has explained before narrative text is one kind of text in English that tells a story. According to Savage and Mayer (2005, p. 58), narrative text is a story; it has introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome. In short, narrative text is a kind of texts which telling a story in a sequence form in the past time and has some social function and consists of moral values. According to Klingner et al., (2007, p. 77), narratives include different types, or genres, that can vary somewhat from this basic story grammar template. It is also supported by Sari (2014, p. 12) the narrative text can be categorized; first is folklore that includes fables, folktales, myths and legends. Secondly, fantasy includes modern literacy texts, fantastic stories, science fictions and high fantasies. Last, realistic fiction refers to contemporary stories and historical stories. In this research, the researcher only focuses on the type of folklore.

Moreover, as pointed out by Hazel (2000, p. 5) that narrative is often implicated in the functioning of memory. It means that narrative can be used for developing the improvement of memory as one of the important aspect of reading purposes. Moreover, the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways and also. So, the purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teach, explain or inform. At list there are three stages in narrative that; orientation, complication and resolution. In line with the

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statement above, the students are required to know those stages in order to get the specific ideas of the text quickly. This research only focuses on the students' narrative text at and folklore is the type in narrative text that is chosen by writer.

#### 4. The Students' Reading Comprehension in Narrative Text

Students' reading comprehension in narrative text means that the students know and understand all components in narrative text, such as generic structures and language features in narrative text. It means, if the students have good ability in recognizing organization and features in narrative text, automatically they also have good reading comprehension in narrative text. The indicators in narrative text can be seen in the following explanation:

##### a. Identifying the Communicative Purposes in Narrative Text

The communicative purpose in narrative text is to entertain readers by appealing to their imagination. In this case the students are demanded to know the goals or the communicative purposes in narrative text.

##### b. Identifying the Specific Information in Narrative Text

According to Myracle (2014, p. 134), the students identify central ideas based on specific information from the text, along with accurately summarizing information presented in a text. It means that when reading students are expected to identify why things occur, or need to occur, in a certain order based in their understanding of what they have read, students

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explain how information is organized, as it relates to the development of concepts in a narrative text.

#### c. Identifying the Generic Structure in Narrative Text

As pointed out by Hernandez (2016, p. 41) that one of social purposes in narrative text is to entertain readers by appealing to their imagination, to achieve this purpose, a narrative text typically has the following structural components as follows:

- 1) Orientation : The function is to help the learner to identify the time, place, persons, activity and situation of the story.
- 2) Complication : The core narrative category providing the “what happened” element of the story.
- 3) Resolution : Recapitulates the final key event of the story.

#### d. Identifying the Language Features in Narrative Text

Silver and Lwin (2014, p. 60) revealed that a narrative text will contain certain language features such as nouns that identify the characters as specific participants. The example of nouns is that; traveler, paper, tree, etc. Then, verb in past tense refers to factual events that have happened. In short, language features which are considered to be crucial to make a narrative good or bad can be culture and language specific.

#### e. Identifying the References in Narrative Text

According to Duchan et al, (2009, p. 263), references in narrative text are references to particular entities. In this case, the students are required to

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know the participants involved- how they are referred in text. Thus, the researcher concludes that the students can be called having ability in reading narrative texts if they are able to identify the characteristics, generic structure, language features, and information in a narrative text as it is stated in the syllabus of English lesson of State Junior High School 18 Pekanbaru. Students who understand the features and organization in narrative text will know that in a narrative text there is a topic, and the students will comprise the beginning section introducing the main characters, the middle section where some sort of conflicts arise between characters, developing to a crisis point, and the ending section where the conflict comes to some kinds of resolution. Finally, students will conclude the information in narrative text.

#### 5. Factors Influence Students' Reading Comprehension in Narrative Text

Successful students' reading comprehension depends on numerous factors; one of them is readers' motivation. Pertaining to the statement above, Watson, et.al (2010), explained the factors essential to the students' reading comprehension; working memory capacity, prior knowledge, motivation, vocabulary, text coherence and text structure. It means that the students are required to have personal store of those aspects in order to comprehend the text given. Conversely, if they do not have personal store of those aspects, it means that the learning process cannot be running well.

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Readers' experience and background knowledge also influence on students' reading comprehension. In accordance with the statement above, Richardson et al., (2006), revealed that students' reading comprehension is influenced by the reader's personal store of experience and knowledge. It indicates that the reader's store of knowledge and experience certainly contributes, as well as the reader's attitude toward reading. Moreover, Snow (2002), also mentioned that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Snow (2002), stated that reading comprehension entails three elements that; the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part. In considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly formed in form of any printed text or electronic text.

In this research, the researcher used narrative text that was given to the students. According to Richards & Schmidt (2010, p. 18), narrative is written or oral account of a real or fictional story. They also mentioned that the purpose in narrative is to tell a story or to entertain. Thus, the students' reading comprehension in narrative text is to get pleasure or happiness. If the students get this point in their personal feeling, it will increase students' motivation to read automatically.

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According to Kagan (2009, p. 12.16), Rally Table Strategy is a strategy that provides the opportunities for students to formulate and express their ideas in turn. It means that the students share their understanding of a text in a group. Each member in group should participate during the discussion, so that structuring the discussion in this way help facilitate the construction of knowledge by every student. In conclusion, there are many things that should be done by the students in order to understand the text. One factor that influences students' reading comprehension is students' knowledge of comprehension strategies. Rally Table Strategy is one of comprehension strategies for helping the students in order to increase students' reading comprehension, then, make them easy and familiar in reading narrative text.

## 6. SCAIT (Select, Complete, Accept, Infer, and Think) Strategy

### a. The Definition

This strategy from Wiesendanger & Bader, (1992) this strategy helps the students select important information in the text related to the lesson's objectives and enables them to develop higher-level thinking skills. SCAIT allows the reader to interact with the material, proceeding from the literal to the interpretive and then back to the literal. In addition, the teacher or students may develop writing or interactive discussions regarding what students already know and what they need to know before reading (Jacobs, 2002). A SCAIT activity effective for several reasons includes:

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- 1) Encourages all students to draw on whatever prior knowledge they have.
- 2) Hearing others' ideas often triggers a forgotten bit of information in another's mind, so that all benefit from sharing of information.
- 3) Unrelated information is directly organized. so that, relationships are sought and explored.
- 4) Pre-reading participation fosters curiosity and gives readers something to watch for as they read.
- 5) The exercise helps the teacher realize what prior knowledge, if any students have on the topic before they begin reading.

**b. The Procedure of SCAIT Strategy**

SCAIT strategy consists of Select, Complete, Accept, Infer, And Think Wiesendanger and Bader(1992). This strategy helps students' select important in the text related to a lesson's objectives and helps them develop the ability to think at inferred and applied levels. The strategy is effective with both expository and narrative text and easily be implemented at most grade levels. In this strategy the student chooses keywords, sentence completion, receive a statement, draw conclusions, and thinking to get the general idea. This strategy is appropriate for use in learning to read and has several advantages. In use SCAIT strategies, students need paper, pens, and text. The main information, literature, or any text). Students can work with groups consists of 3-5 people. When applying this strategy to prepare teachers pieces of paper for student use in

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the process of learning to read with SCAIT strategy. The steps in the implementation of the strategy is SCAIT as follows.

Step S (Select) starts when the teacher ordered students to perform reading silently. After performing the activity of reading, students perform write keywords that correspond to the learning objectives. Student mark each keyword is found in the passage. The second is C (Complete) step that completes the sentence. Teachers provide pieces paper to students, to write one sentence on each piece of paper using keywords that have been marked in the reading. In these steps students need to describe and explain every sentence in the pieces of paper before doing group work. The next step is a step A (Accept). In this step students group work to determine the accuracy of the statement of member group, to verify statements by using readings, eliminate exaggeration, and eliminates statement, not relevant to the learning objectives. Step I (Infer) is to draw conclusions. This step is taken to draw conclusions from the text. Students do working groups to consider each statement and draw conclusions. Step T (Think) is thinking. In this step the teacher asks each group to present the conclusions that have been discussed, while the other group to respond to the conclusions submitted.

SCAIT strategy has the ease of use in learning reading, can be used on a short or long reading. Learning read using SCAIT strategy requires no tools or materials. Specifically, it does not require elaborate preparation, and does not need to change the content text or reading text books.

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## 7. Teaching Reading Comprehension in Narrative Text by using SCAIT(Select, Complete, Accept, Infer and Think) Strategy

Teacher is the main person in the class. In other words, teachers' role can influence the students' ability. Nunan (2001, p.33) said that the students have to monitor their comprehension processes and be able to discuss with teacher what strategies they use to comprehend the text whether cognition and metacognition or not. By doing this, the students should use both their cognitive and metacognitive skills. In conclusion, the teacher should teach the students with an appropriate strategy to increase the students' ability in reading.

Furthermore, Reading strategies take more time at first, but with practice, help the reader to understand and remember much more from the text in less time than it would take without using reading strategies (McNamara, 2007, p. xii). It means that an appropriate strategy is very useful and helpful in order to achieve the goals of teaching reading efficiently. Furthermore, teaching comprehension with strategies is more effectively because it can motivate the students to learn and how to interpret the text based on the context. Then, these following are two suggestions for teaching reading (Tovani, 2000, p. 20-21):

- a. Become a passionate reader of what you teach.

In this case, the teachers have to search for interesting text and get it into the hands of the students. Thus, it is important to give the students the gift of something wonderful to read.

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- b. Model how good readers read.

It means that the teachers have to think about what the students have to do in order to construct meaning and share this information with the others students. Different types of reading require different strategies. Just show the students how to read the material assign.

Based on the explanation above, the teachers have to teach the students how to use strategies that will help them read the assigned. Reading cannot be separated from comprehension because the results of reading activity is to comprehend what has been read. It can be explained that comprehension is a capacity to understand meaning in a text and the writer's idea. Therefore, readers should have more concentration in reading activity in order to get better understanding.

Teacher should create enjoy and fun situation in the classroom in order to make students interested in reading and they will be motivated to read. As a result, their reading skills will develop. To be successful in reading comprehension, students need to actively process what they read. According to Wilis (2008, p. 127), the processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

Teacher should know how to explain about what narrative text is, what its generic structures are, what narrative text tells about and what the purpose of narrative text is. The goal of teaching reading narrative text is to make students or readers able to find out the meaning, information, ideas, insight or

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knowledge from it. Moreover, Nation (2009, p. 6) mentioned that the following principles can guide the design and practice of a reading program. For another list of principles is as follows:

**a. Meaning-focused Input**

- 1) Practicing and training in reading should be done for a range of reading purposes—reading to search information, reading to learn, reading for fun, reading to integrate information, reading to critique texts and reading to write.
- 2) Learners should do reading that is appropriate to their language proficiency level.
- 3) Reading should be used as a way for developing language proficiency. In such case, the students should read with 98% coverage of the vocabulary in the text, so that they can learn the remaining 2% through guessing from context.

**b. Meaning-focused Output**

Reading should be related to other language skills. The course should be provided with listening, speaking and writing activities relating to the reading itself.

**c. Language-focused Learning**

- 1) Students should be guided to develop the skills and knowledge needed for effective reading. In term of language feature (phonemic awareness activities, phonics, spelling practice, vocabulary, and grammar study), the course should work on those aspects.

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- 2) Students should be given training and practice in integrating a range of reading strategies.
- 3) Students should become familiar with a range of text structures— newspaper reports, stories, recounts and information reports.

**d. Fluency Development**

- 1) Students should be guided and pushed for developing their fluency in reading. In such case, they need to read materials containing the no unknown language features. It should be speed reading practice in word recognition and reading for understanding. The included activities are speed reading, repeated reading, paired reading, scanning and skimming.
- 2) Students should enjoy the reading process and feel motivated to read.
- 3) Students should read a lot. It can be monitored and encouraged through the use of extensive reading and issue logs.

Thus, the teacher acts as model, demonstrator and instructor while the students act as a critical thinking/ readers, because of that the teachers and the students must work together in order to achieve the purpose in teaching reading. The teacher and the students have to apply their own responsibility. It is clearly explained that teaching reading is a crucial part in the educational process in all levels. By having reading skill, the students can get a lot of information, knowledge, or widest insight. Thus, both of the aims and principles in teaching reading in a school must be considered by the English teacher at that school. As a good teacher we should teach reading by using

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interesting strategies to make the students enjoy and understand about the material. SCAIT Strategy is an interesting strategy for the students.

## B. Relevant Research

1. A research from Siwi Mahanani

In 2013, Siwi Maharani conducted by in her research, she focused on Keefektifan Penggunaan Strategi SCAIT (Select, Complete, Accept, Infer, and Think) dalam Pembelajaran Membaca Pemahaman Kelas VIII SMP Negeri 2 Wates Kabupaten Kulon Progo. Her research was a quasi-experimental research and using pretest-posttest consisting of two groups, control and experimental group. The population of her research was 129 students. This matter indicates that the strategy SCAIT (Select, Complete, Accept, Infer, and Think) effective used in learning comprehension class VIII SMPN 2 Wates District Kulon Progo.

2. A research from Ika Rosiani Nurhayati

In 2014, Ika Rosiani Nurhayati conducted a research entitled “Peningkatan Keterampilan Memproduksi Laporan Teks Observasi Menggunakan Strategi SCAIT (Select, Complete, Accept, Infer, and Think) pada Siswa Kelas VII C SMPN 2 Depok Sleman Yogyakarta. Her research was classroom action research. The population of the research was 32 students. In her conclusion, using SCAIT Strategy had given a better effect to Students’ Reading Comprehension at the First Year of Junior High School 2 Depok.

### C. Operational Concept

The operational concept is used to give explanation about theoretical framework in order to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The research consists of two variables (variable X and variable Y) in which variable X is the effect of using SCAIT strategy as independent variable that gives the effect on students and variable Y is reading comprehension as dependent variable that receives the effect of variable X. To operate the investigation on the variable, the research was work based on the following indicators:

1. Variable X: SCAIT (Select, Complete, Accept, Infer, and Think) proposed by Wiesendanger and Bader (1992)
  - a. Teacher prepares the material for SCAIT strategy
  - b. Teacher give the students text
  - c. The teacher asks the students to perform reading silently.
  - d. Teacher asks the students to write keywords that correspond to the learning objectives.
  - e. Teacher asks the students' to markeach keyword is found in the passage. This step is step S (select).
  - f. Teachers asks the students to provide pieces of paper to students, to write one sentence on each piece of paper by using keywords that have been marked in the reading.

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- g. In this step, students need to describe and explain every sentence in the pieces of paper before doing group work. This is the second step C (complete).
- h. The teacher asks the students to make a group work 3-5 persons to determine the accuracy of the statement of member group, to verify statements by using readings, eliminate exaggeration, and eliminates statement not relevant to the learning objectives. The next step is steps A (accept).
  - i. The teacher asks the students to draw conclusions from the text.
  - j. Then students do working groups to consider each statement and draw conclusions.
  - k. The teacher asks to each group to present the conclusions that have been discussed, while the other group to respond to the conclusions submitted.
    - i. After all the groups convey their conclusions, they leave statements agree or disagree on the conclusions that have been submitted. This is the last steps T (think).
2. Then, the indicators of students' reading comprehension as the dependent or variable Y as follow (based on BSNP, 2006)
  - a. Students have an ability to identify main idea of the texts
  - b. Students have an ability to identify generic structure in narrative texts
  - c. Students have an ability to identify the communicative purpose in narrative texts

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- d. Students have an ability to identify the references of words in the texts
- e. Students have an ability to identify the meaning of words

## D. Assumption and Hypothesis

### 1. Assumption

In this research, the researcher assumes that the students who are treated with SCAIT strategy will improve their ability in reading comprehension. In short, the better SCAIT strategy is used, the better students' reading comprehension will be.

### 2. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

- a. The Alternative Hypothesis (Ha)

There is a significant effect of using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy on Students' Reading Comprehension in Narrative Text at the Eight Grade State Junior High School 18 Pekanbaru.

- b. The Null Hypothesis (Ho)

There is no significant effect of using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy on Students' Reading Comprehension in Narrative text at the Eight Grade State Junior High School 18 Pekanbaru.