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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Reading

Reading is one of the most important skills in learning a language. It means language acquisition of communication and sharing information and ideas. It is more than merely referring to be activity of pronouncing the printed material following each line of written language. According to Harmer (1998:70), reading is not passive skill and to do it successfully, the readers have to understand what the words mean, see the picture, the words are painting, understand the argument and work out if teachers agree with them. Based on explanation above, it can be concluded that reading is also a receptive skill, because in reading there are some activities that must be done such as finding the meaning of words, comprehending the sentences, making connect with prior knowledge, etc.

Reading is used to understand the text, which is called by reading comprehension. According to Hasibuan(2007: 114), reading is an interactive process that goes between the reader and the text, resulting in comprehension.It means a reader not only reads a text, but he/she is also required to comprehend what the text is about. People

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may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style.

According to Moreillon (2007:10), reading is making meaning from print and from visual information. In addition, Nuttal (1982:4) states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the reader to get message from a text by having interaction between perceptions of graphic symbols that represents language and the reader's language skills and the knowledge of the world. In other words, reading is an activity to get meaning, message and information from the written language that interact the symbols, graphic, etc.

Then, as stated by Nation (2009: 9), reading is a source of learning and a source of enjoyment. In addition, Moreillon (2007: 100) explains that reading is making meaning from print to visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.

According to Lems (2010:33), reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. The reader uses knowledge, skills, and strategies include to determine what that meaning is. Reader's knowledge, skills and strategic are as in the following:

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- a. Linguistic competence, the ability to recognize the elements of the writing system; knowledge 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. Sociolinguistic competence: knowledge about different types of the text and their usual structure and content.
- d. Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up strategy).

In addition, Lems states that, to read, readers need to master a set of word level skills, such as:

- a. Bottom up skills

Bottom up skills refer to the word level skills that are required for decoding. Bottom up skill argues the reader to construct the text from the smallest unit (letters to words, phrases to sentences) and becomes automatic that readers are not aware of how it operates. It means that the reader has to understand the passage by reading word by word to read the whole understanding.

- b. Top down skills

Top down skills refer to the analytical and cognitive skills that are needed for comprehension. The readers use in connect with background knowledge to construct meaning from text. Top down skill argues that the readers bring a great deal of knowledge, expectations,

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assumption and questions to the text given basic understanding of the vocabulary and check when new information appears. A reader has known about the passage, so they just want to know if there is any new information in the passage.

From the explanation above, it can be concluded that there are some skills that have to be mastered by readers in order that they can be easier to comprehend the text that was read. They are bottom up skills and top down skills.

2. Nature of Reading Comprehension

Theoretically, Tankersley (2003: 90) states, comprehension is the center of reading. Comprehension is a very crucial component in reading because it is one of the fundamental reading. According to Duffy (2009: 14), “comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.” It means that reading can not be separated from comprehension because the purpose of reading it self is to understand well about what the reader has read. On the other hand, Linda and Carla (2005:6) explained:

“Comprehension is a complex process. We perceive what our brain tells us to notice. If we do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind’s ability to make links and ask questions regarding the particular reading event. If the mind

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cannot formulate questions about the reading, true comprehension is impossible.”

Comprehension is the essence of reading because the goal of written language is communication of messages (Duffy, 2009: 14). In addition, Vaughn and Thompson (2004: 98) state that comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding.

Based on the explanations above, it can be concluded that comprehension is very important in reading because the main point of reading is to understand well what the text is about. On the other hand, comprehension needs the knowledge and experiences in order to notice parts of the text and to compare the sample with what he or she already knows.

According to Snow (2002: 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that comprehension is essential and comprehension is a process to construct the meaning from what the reader says. It consists of three elements: the reader, the text, and the activity or purpose for reading. It means that the reader brings his cognitive capabilities, motivation, knowledge, an

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experience toward reading. Text is a resource to get information. Meanwhile the activity is the outcome from reading.

However, Westwood (2008: 31) also stated that reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

3. Factors Influence Students' Reading Comprehension

Comprehension problems can be used by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or inappropriate materials.

According to Karen (2005:108) also stated that there are four important factors that influence reading comprehension. They are:

a. Command of the Linguistic Structure of the Text

Readers must be able to know the structure of the text, therefore they can understand what the text is talking about. When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text.

b. Adequate Vocabulary in the Content Area

Vocabulary has a crucial role in comprehending the text. If the readers have rich vocabulary, they will be easier to understand the text.

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c. Degree of Metacognitive Control of the Text

Readers must know how to self-monitor and reflect on their level of understanding during the act of reading. They must be able to “listen to” what the words say while they read, monitor comprehension so that they know when it has been lost, and have fix-up strategies ready for use when necessary.

d. Adequate Domain Knowledge

Background knowledge helps us connect to the text we are reading. Without the ability to connect and relate to the text, we will derive little meaning from it; without meaning, no comprehension can result. When we read, we read about something, so our background content knowledge makes a difference in how well we understand the material.

Based on the factors above, inadequate use of effective reading strategies is one of factor that influencing students’ reading comprehension on narrative text, and the strategies used by teacher takes important role in developing students’ comprehension in reading especially in narrative text.

4. Nature of Narrative Text

Narrative text is a piece of writing that tells a story in order to entertain the readers. The point of a narrative is to bring one's subject to life. It is supported by Danesy (2004: 71), narrative is also a text that

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has been constructed to represent a sequence of events or actions that are felt to be logically corrected.

According to Sudarwati (2007: 74) the language features of narrative texts are stated as follows:

- a. Introducing personal participant: I, my group, etc.
- b. Using chronological connection: then, first, etc.
- c. Using linking verb: was, were, saw, heard, etc.
- d. Using action verb: look, go, change, etc.
- e. Using simple past tense

The steps for constructing a narrative text are (Wardiman, 2008: 32):

a. Orientation

It is about the opening paragraph where the sets, the scene and the character of the story are introduced. It usually answer the questions Who?When?Where?

b. Complication

It is a series of complication or where the problems in the story developed.

c. Resolution

Where the problems in the story is solved. The problem maybe resolved for better or worse happily or unhappily.

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The common form of narrative texts are explained as follows (Purnamawati, 2011: 30):

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human his story. Typically a legend, is a short, traditional and historicized narrative performed in a conversational mode.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings.

c. Fairy tale

A fairy tale typically features like flokloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know.

In conclusion, the writer can conclude that narrative text is a text that retells about story, experience, past event and others. The purpose of narrative text is informing and entertaining.

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5. Nature of Marginal Notes Strategy

Marginal Note strategy is a learning strategy that helps students understand better by writing down the main idea, questions that they have, unfamiliar words, and important details in the margins of the text (Hernandez/E.H: 2005: 46).

According to Cameroon (2004:40-41) explains that Marginal Notes is another self-monitoring strategy to help students monitoring their comprehension at the word level. In other word, Marginal Notes Strategy can help students learn and know the meaning in the text. In addition, Hervei, Stephanie (2007:57) states that Marginal Notes Strategy is a reader need to mark up the margin of the text with word, to remind why they highlighter or underlined.

By knowing the nature of Marginal Notes Strategy, writer found this strategy was unique in teaching reading, because According to Olson (2003: 161) defines Margin Notes is a very active strategy that requires you to more deeply process information compared to highlighting alone.

According to Cameroon (2004:40-41) states that the procedures consist of the following steps:

- a. Tell students that they are going to learn how to record their thinking as they read

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- b. Model how to use Marginal Notes. Read the text aloud and record our thinking in the margins. Tell them that the “Notes” can be words, sketches, or symbols
- c. On chart paper, record several phrases to help students know where they might stop to make Marginal Notes as they read a piece of text
- d. Give each students a short piece of text
- e. Ask students to read the text and record their thinking in the margin. Teachers must tell students that there is no right or wrong record in Marginal Notes as every person has different response
- f. Give students frequent opportunities to use Marginal Notes. Teachers often encourage students to show their notes to a partner and talk about them.

6. Teaching by Using Marginal Notes Strategy on Students’ Reading Comprehension

The teachers should pay attention to these principles that guide the teacher in the process of teaching reading. And also teaching reading is very important for students to improve their reading comprehension. Generally, there are three stages in language teaching. In language teaching, a lesson is sometimes divided into three stages (Harmer, 1998: 80):

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a. Presentation stage

The introduction of the narrative text, where their meanings are explained, demonstrated, etc., and other necessary information is given.

b. Practice stage (repetition stage)

The narrative text are practiced either individually or in groups. Practice activities usually move from controlled to less controlled practice.

c. Production stage (transfer stage, free practice)

Students use the new items more freely, with less or little control by the teacher.

So based on the three stages above, it can be related to Marginal Notes Strategy, this strategy is used to teach reading comprehension. Marginal Notes Strategy has some steps in practice, and it is divided into three stages – presentation, practice, and production. Presentation stage includes the first to the third steps. Practice stage includes the fourth to the sixth steps. And production stage includes the seventh or last steps of this strategy.

B. Relevant Research

According to Syafi'i (2013:94), relevant research is required to observe some previous researches in which they are relevant to the

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research there are conducting. Besides, the writer has to analyze what the point that is focused on that informs the design, finding and conclusion of the previous research, Syahri Ramadhani Putri(2013) conducted a research, entitled: “Teaching Reading Comprehension by Combining Margin Notes and Paired Questioning Strategies at Grade VII Junior High School”. A Thesis” STKIP PGRI Sumatra Barat”. The writer found that combining Marginal Notes can be used to improve students’ reading comprehension. The improvement was identified from the increase of the students’ scores in students’ reading comprehension test, from pre-test was 73.40 and in post-test was 79.75. it means that the average score in the post-test was higher than the students’ average in the pre-test.

The second study was conducted by Ahmad Bukhori in 2012. The project was titled *The Effect of Using Marginal Notes Strategy on Students’ Motivation and Their Reading Ability*. The population of this study was 123 students, 73 were female and 50 were male, where the sample was 22 students. There was a significant effect in students reading ability that was improved by pre test (70.73) and post test (77.23).

This research is different from the research above. In this research, the writer uses Marginal Notes Strategy to know its effect on reading comprehension of the eight grade students at As Shofa Junior High School Pekanbaru.

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Operational Concept

Operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; independent variable (X) and dependent research (Y).

1. Variable X: Using Marginal Notes Strategy
 - a. The teacher selects appropriate narrative text to be read
 - b. The teacher divides the students into group
 - c. The teacher distributes the handout paper
 - d. The teacher shows how to use Marginal Notes. Show the students that the notes can be word, sketches, or symbols
 - e. The teacher asks the students to read the text and record their thinking in the margin
 - f. The teacher gives frequent opportunities to use Marginal Notes
2. Variable Y: students' reading comprehension
 - a. The students are able to identify the social function from the narrative text
 - b. The students are able to identify the generic structure from the narrative text
 - c. The students are able to identify the meaning of certain words from the narrative text
 - d. The students are able to identify the reference from the narrative text.

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D. Assumption and Hypothesis

1. Assumption

There are many strategies in teaching reading. The appropriate strategy can influence the result of students' reading comprehension. Then, the writer assumed that Marginal Notes Strategy was one of strategies that can influence students' reading comprehension of narrative text of the eighth grade of As Shofa Junior High School Pekanbaru.

2. Hypothesis

The hypothesis of this research were:

- a. H_0 : There was no significant difference on pretest mean score of students' reading comprehension in narrative text between experimental and control group.
- b. H_a : There was significant difference on posttest mean score of students' reading comprehension in narrative text between experimental and control group.