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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Murcia said that reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own through activities which can help them to analyze text, such as summarizing passages, determining main ideas, following the argument in the text (2011: p. 200). In other words, reading is a complex process to get the information from the text by summarizing the passage, determining main ideas, then it followed by the reader's argument about the passage.

Furthermore, Hasibuan and Anshari stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension (2007: pp. 114-115). The process is done by the readers; the readers recognize every word in the reading text to find the information needed. As the result of this process is comprehension, means that the readers understand what they read and get the information fully.

The ability to read requires that the reader draws information from a text and combine it with information and expectations that the reader already has (Murcia, 2011: p. 188). Essentially, reading involves two basic processes, one process is learning how to decipher print and the

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other is understanding what the print means (Center, 2005: p. 7). To comprehend written material, readers need to be able to identify the words used to convey meaning, and they must be able to construct meaning once they have identified the individual words in print.

Nunan stated that reading is a dynamic process in which the text element interacts with other factor outside the text (1991: p. 70). Moreover, Grabe (2009: p. 14) said that reading is the process of receiving and interpreting information encoded in language form via the medium of print. The-end of interpreting the information is comprehension; it occurs when the reader extracts and integrates various information from the text and combines it with what is already known.

Reading is the ability to make sense of written or printed symbols (Fischer, 2003: p. 11). The reader uses the symbols to guide the recovery of information from his or her memory and subsequently uses this information to construct a plausible interpretation of the writer's message. Furthermore, Moreilon (2007: p. 10) argued that reading is making meaning from print to visual information; it is an active process that requires a great deal of practice and skill. It means that learners must be able to decode the printed words and comprehend what they read to get the language.

According to Grabe in Murcia's book (2011: p. 154), reading is as a complex, interactive process, and within the complex process of reading, there are six general component skills and knowledge areas:

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- a. Automatic recognition skills – it is a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- b. Vocabulary and structural knowledge – it is a sound understanding of language structure and a large recognition of vocabulary.
- c. Formal discourse structure knowledge – it is an understanding on how texts are organized and how information is put together in various genres text (e.g., report, a letter, expository)
- d. Content/word background knowledge – it is a prior knowledge of text-related information and shared understanding of the cultural information involved in text.
- e. Synthesis and evaluation skills/strategies – these are the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one’s purpose.
- f. Meta-cognitive knowledge and skills monitoring – these are awareness of one’s mental processes and the ability to reflect on what one’s doing and the strategy on is employing while reading.

In conclusion, reading is a complex interactive process of getting information from the printed text. There are six skills and knowledge within this process, such us automatic recognition skills , vocabulary and structural knowledge, formal discourse structure knowledge, content/word

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background knowledge, synthesis and evaluation skills/strategies, and meta-cognitive knowledge and skills monitoring.

## 2. The Nature of Reading Comprehension

According to Wood and Connelly (2009: p. 59), Reading comprehension is a dynamic and an interactive process. It means that in understanding the written text, the reader needs to recognize each word and recover its meaning, put together this information with syntactic knowledge to make meaningful sentences, and merge the meanings of each sentence to construct a representation of the state of matters described by the text. Furthermore, Snow (2002: p. 11) states that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other words, the readers use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Mikulecky and Jeffries (2007: p. 74) stated that comprehending what you read is more than just recognizing and understanding words. Furthermore, comprehension is a constructive process in which students create meaning based on their background knowledge (Gunning, 2010: p. 1). It means that real comprehension is making sense of what readers read and connecting the ideas in the text to what readers already know and

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remember what reader have read. In other words, comprehending means thinking while you read.

Klingner stated that there are some instructional components that contribute the most to improved effect sizes in reading comprehension that includes (2007: p. 5):

- a. Teacher and students questioning
- b. Interactive dialogue between teachers and students and students and students
- c. Controlling task difficulty and scaffolding instruction
- d. Elaboration the steps or strategies and modeling the teacher
- e. Small group instruction
- f. Use of the cues to help students remember to use and apply what they learn

These are some instructional components that must be done by the English teachers in their classroom in order to improve students' reading comprehension. She also states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Klingner, 2007: p. 2). On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading.

According to Vaughn and Thompson (2004: p. 98), Reading comprehension includes the following:

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- a. Applying one's knowledge and experiences to the text;
- b. Setting goals for reading, and ensuring that they are aligned with the text;
- c. Using strategies and skills to construct meaning during and after reading;
- d. Adapting strategies that match the reader's text and goals;
- e. Recognizing the author's purpose;
- f. Distinguishing between facts and opinions;
- g. Drawing logical conclusions.

These are the elements of reading comprehension, the readers will have these elements when they are reading the passage, sometimes the readers do not recognize that there is a complex process in their mind when they are reading. This process is going to be the comprehension about the text or passage.

The goal of all reading is to develop deep (reflective) comprehension. Deep comprehension requires the reader to make inferences, ask questions, and build connections between related sources of knowledge (Dorn & Soffos, 2005: p. 12). Deep comprehension means that the readers are able to draw conclusion after reading the text, question their self for more comprehension, and construct connections between related sources and their background knowledge.

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### 3. The Narrative Text

Narrative text is a text focusing on specific participants. Its social function is to tell stories of past events and entertain the readers. Zainil (2006: p. 31) stated that narrative articles and essays tell story, they review events that have happened. Usually the events are presented in the order. Narrative generally describes as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener, or viewer.

There are many types of narrative text. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, myths, legends, historical narratives, ballads, slice of life, and personal experiences.

The basic purpose of narrative is to entertain, to gain and hold a reader's interest. However, narrative can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narrative sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

- a. The generic structure of narrative text
  - 1) Orientation – introducing the participants and informing the time and the place of the story are established.

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- 2) Complication – the complication usually involves the main characters (often mirroring the complications in real life) and describing the rising crises which the participants have to do.
- 3) Resolution – there need to be a resolution of a complication. The complication may be resolved for better or worse, happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the readers.

## b. The organization of narrative text

- 1) Plot: what is going to happen
- 2) Setting: where will the story take place, when will the story take place
- 3) Characters: who are the characters, what do they look like
- 4) Structure: how will the story begin, what will be the problem, how is the problem to be resolved
- 5) Theme: what is the author's theme/message attempting to communicate

## c. Language feature of narrative text

- 1) Using processes verbs
- 2) Using temporal conjunction
- 3) Using simple past tense

There are some indicators that should be achieved by the students to gain comprehension in reading, they are state main idea, identify

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generic structure, make inference, identify facts, and analyze certain vocabulary.

a. State main idea

Main idea is the central thought or topic in a composition, often identical with the topic sentence of the composition (Richards, Schmidt, 2002: p. 318).

b. Identify generic structure

There are some generic structures in narrative text; the students should be able to identify these. First, orientation is a stage to alert the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place. Second, complication is a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters. Third, resolution is the problem or the complication is resolved or attempted to be resolved in the resolution (Modules, 2001: p. 113).

c. Make inference

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

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## d. Identify facts

The narrative passage provides some facts, such as the name of the characters in the story, the time of the story begun, and the place of the story happened.

## e. Analyze certain vocabulary

Vocabulary is a set of lexemes, including single words, compound words and idioms Richards, Schmidt, 2002: p. 580). To take more comprehension about the selection text, the students need to understand about the certain words in the story.

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

Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairy-tales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures. Narrative is an account of a sequence event, usually in chronological order. Relating to kinds of text, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

There are some indicators that should be achieved by the students to gain comprehension in reading, they are state main idea, identify generic structure, make inference, identify facts, and analyze certain vocabulary.

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## b. Identify generic structure

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## c. Make an inference

Inference is demonstrated by the students when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis (Barrett, taxonomy of reading comprehension).

## d. Identify facts

The narrative passage provides some facts, such as the name of the characters in the story, the time of the story begun, and the place of the story happened.

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- e. Analyze certain vocabulary

Vocabulary is a set of lexemes, including single words, compound words and idioms (Richard and Schmidt, 2002: p. 580). To take more comprehension about the selected text, the students need to understand about the certain words in the story.

### 5. The Factors Influence Students' Reading Comprehension

Many factors can influence students' success in learning English especially reading. Irwin said that there are factors that influence reading comprehension (1986: p. 7):

- a. Students' reading attitudes (motivation and interest)
- b. Time truly engage in reading
- c. Effective comprehension strategy instruction across all subject areas.
- d. Vocabulary and word knowledge
- e. Fluency
- f. Type of text or genre
- g. Opportunities for rich talk and written response
- h. Understanding and implementing the strategies used by effective readers

According to Tankersley, there are four factors influence reading comprehension (2005: pp. 108 – 110):

- a. Command of the linguistic structure of the text
- b. Adequate vocabulary in the content area

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- c. Degree of meta-cognitive control of the text
- d. Adequate domain knowledge

In conclusion, students' comprehension in reading the text can be influenced by considering several factors that has been described such us. So the teacher should be aware about the factors that influence students' reading comprehension and prepare the ways to hide the students in getting those factors in learning reading comprehension on narrative text.

## 6. The Concept of Two Stay Two Stray Strategy

Two Stay Two Stray Strategy was developed by Kagan in 1992. The structure of this strategy gives a chance to the group to share the result an information to other groups. It is done because of many learning activities are individual oriented activities. The students work by themselves and are not allowed to look at other students' work (Kagan, 1992: p. 37). Furthermore, Lie states that this method is very effective because it can be used in all subjects and for all levels of learners age (2004: pp. 61-62).

Two Stay Two Stray Strategy method involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier and teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the learning experience together with his friends neither

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categorized nor still weak categorized in understanding the concept / subject matter.

In this strategy, learners not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. TSTS learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

According to Crawford et al., Two Stay Two Stray Strategy offered a low threat forum where students can exchange ideas and build social skills such as asking probing questions (Crawford et al., 2005: p.60). In this activity, the students are encouraged to contribute their ideas and opinions to their group and other groups. Two Stay Two Stray Strategy is designed into a small group of students that consisted of four students. The students work in small groups of mixed ability, including on high achiever, two average achievers, and one low achiever. The group discusses a topic that is given by the teacher. In this strategy, the students are responsible in helping other members to learn, achieve the group goal and share information with other groups.

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The steps of two stay two stray strategy is as follows (Lie, 2004: pp. 61-62).

- a. The students work in groups of four as usual
- b. After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two students would remain living in their own group to receive two visitors from other groups,
- c. Then the two students who lived in these groups will each be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
- d. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
- e. The next match and the group will discuss the results of their work.

**B. Relevant Research**

A research needs some relevant research done by other researchers in which they are relevant to our research itself. Besides, the writer has to analyze what the point focused on that research such as finding and conclusion. They are:

1. Dalimunthe conducted a research entitled “Improving Grade Viii Students’ Reading Comprehension Achievement in Recount Text by

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Using Two Stay – Two Stray Strategy”. The research was conducted in two cycles and every cycle consisted of four meetings and two meetings. The instruments for collecting data were quantitative data (multiple choice test) and qualitative data (diary notes, observation sheet, and interview). In the test I), the mean score was 63.28. in test II, the mean score was 67.96. and in test III the mean score was 72.96. It can be concluded that Two Stay – Two Stray Strategy could improve students’ reading comprehension. This sresearch is same as the writer’ that is the use of two stay two stray strategy in improving students’ reading comprehension. The difference is in the material given. This research applied two stay two stray strategy to improve students’ reading comprehension on recount text, while the writer’s is on narrative text (Dalimunthe, 2013).

2. Muhammad Rais conducted a research about The Effect of Using Read Rate and Reread Strategy toward Reading Comprehension at the Second Year Students of SMAN 12 Pekanbaru (Rais, 2013). In his research, the method of research was quasi experimental research that used pre-test and post-test design. He took two classes based on technique random sampling. He found that the mean score of experimental group which was taught by using Read Rate and Reread was categorized into good category while the mean score of control group which was taught by using conventional strategy categorized into enough category. So, the score of  $t_0$  was higher than  $t_{table}$ . Therefore,  $h_0$  was rejected and  $h_a$  was

accepted. It means that there was significant effect of using Read, Rate and Reread Strategy toward students' reading comprehension.

In conclusion, Two Stay – Two Stray Strategy could improve students'n reading comprehension on narrative text in Islamic Junior High School Al-Huda Pekanbaru because it gives a chance to the group to share the result an information to other groups.

### **The Operational Concept**

Variable X: (two Stay Two Stray Strategy) by Lie (2004: p. 60-61)

1. The teacher sets students in group of four students each.
2. The teacher asks two students of each group to leave the group, each of the two students will stay to other groups.
3. The teacher gives two staying students task to share information and work result to their guests.
4. The teacher asks guests excuse themselves and back to their group and report their findings from other groups.
5. The teacher asks group to match and siscuss the information

Variable Y: (the students' reading comprehension)

1. The students are able to state main idea on narrative text
2. The students are able to identify generic structure on narrative text
3. The students are able to make inference on narrative text
4. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story.

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

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. The students are able to analyze the meaning of certain words on narrative text (Barrett).

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

In this research, the writer assumes that the better two Stay Two Stray Strategy is applied in the teaching and learning narrative text, then the better students' reading comprehension on narrative text will be.

**2. The Hypothesis**

Based on the assumption above, there are two hypotheses proposed:

- a.  $H_0$ : There is no a significant effect of using Two Stay Two Stray Strategy of the students' reading comprehension on narrative text at Islamic Junior High School Al - Huda Pekanbaru.
- b.  $H_a$ : There is a significant effect of using Two Stay Two Stray Strategy of the students' reading comprehension on narrative text at Islamic Junior High School Al - Huda Pekanbaru.