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## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theoretical Framework

#### 1. The Concept of Reading

Reading skill is one of the essential factors in English. Through reading people know the words because reading can give enjoyment as a medium of getting information and knowledge. According to Paula J. Clarke et al, (2014).

Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers' (p.13). Kalayo and fauzan (2007) state that reading is an activity with a purpose' (p.114). A person may read in order to gain information or verify exiting knowledge, or in order to critique a writer's ideas or writing style. The assessment is measurement of comprehension. student's ability is important factor for determining students' success in teaching learning process.

Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and the text. Reading skill is one of the essential factors in English. Through reading people know the words because reading can give enjoyment as a medium of getting information and knowledge. According to Paula J. Clarke et al, (2014). Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers' (p.13). Kalayo



and Fauzan (2007) state that reading is an activity with a purpose' (p.114). A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. The assessment is measurement of comprehension. Student's ability is an important factor for determining students' success in teaching learning process.

According to Patel (2008), reading is the most useful and important skill for people (p.113). In other words, reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Nunan in Darwani (2010), also explains that reading is an essential skill for learners of English as a second language. It means from reading the learner can get everything like new information from what they read. Besides, reading is exactly the most important one of the four skills in a second language, especially in English as a second or foreign language around the world.

Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. Reading is regarded as one of the English skills that need readers' interpretation from the text.

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## 2. Level of reading comprehension

Reading comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process taught to children, after they've learned phonics, fluency, and vocabulary. Reading is a thinking activity. This process involves getting meaning from the printed words or symbols. It is expected that learners would be able to read at different levels of meaning or comprehension. In this case, many researchers classify levels of comprehension regarding different depths of understanding and different analyses of what is meant. These are as follows:

Lynsky and stillie ( 2000) classifies the levels of reading comprehension into five main levels' (p.143):

1. Literal level in which the learners answer questions by direct reference to the text, where the answers are explicitly stated in the passage.
2. Reorganization level in which the learners classify, collect, and organize information explicitly stated in the passage, where the data is collected from more than one source.
3. Inferential level in which the learners detect information implied in a passage, which demands thinking and deduction beyond the lines.
4. Evaluation level in which the learners interpret and evaluate the writer's assumptions through his opinion.



5. Appreciative level in which the learners respond to a passage with an awareness of its language, usage, and emotion

Abed El Qader (2012) shapes reading comprehension skills into three levels.

1. Literal level; reading on the lines, in which the learners answer surface questions.
2. Interpretive level, i.e. reading between the lines, in which the learners analyze the information of the text.
3. Critical level, that is reading beyond the lines, which the learners recognize and judge the given information in the text.

In the light of the above mentioned divisions, the writer categorizes reading comprehension skills into three levels:

1. Literal level or read on the lines: this occurs when the learner reads and interacts with the written form to recognize the main idea, identify supporting details, scan text for specific information, skim for the gist or general impression of text, recognize visual survival material, identify the main idea of a reading text, and make predictions about reading text. At this level, the learners would not have to understand the true meaning of a paragraph but they memorize the information mentioned in the text.
2. Interpretive level; read between the line, happens in case the learner has the potential to read for deeper meaning in order to recognize the



author's purpose, deduce meaning of unfamiliar words using context, interpret information in diagrammatic display, distinguish fact from opinion, develop awareness of synonyms and antonyms, retell or summarize reading text, and read familiar material with correct pronunciation. At this level, readers have already memorized certain facts at the literal level and now they are attempting to see the implications of the author's words.

3. Inferential level; read beyond the lines, exists when the learner reads and realizes diverse concepts of the written language text in order to answer factual, inferential questions, make inferences about reading text, recognize pronouns referent, generate referential questions about reading text, determine whether the ideas are true or false, develop awareness of semantic fields, draw conclusions, interpret information, and perceive implied meaning. In other words, the learner does not simply read the words but he reads ideas, thoughts that spring from the relationship of various assertions. Based on the explanation above, it can be conclude that the purposes of reading are to get information, understanding the text, recall the information explicitly and recognize ideas from reading text.

### 3. The Concept of Reading Comprehension

According to Paula J. Clarke et al, (2014) reading comprehension is situated within the text itself a developed understanding comes from the interaction



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between the text and the reader's response to it' (p. 9). Richards and Schmidt (2002, p. 99) state that reading comprehension is the ability in identification of the intended meaning of written or spoken communication. It means that the reader needs to comprehend the text to identify and understand the text. According to Denton et al. (2007, p. 65) indicates that comprehension is the ability to gain meaning from text, is essentially the ultimate goal of reading. It means that, the comprehension has crucial role in reading.

#### 4. The Concept of Narrative Text

As writer had limited in the research that the use of narrative text in reading comprehension, will be discasessed briefly. According to Reinfandt, (2012) Narrative is the recounting of one or more real or fictitious events communicated by one, two, or several narrators to one, two, or several narrates' (p.2). Narrative text tells about what is happening or what has happened. Syafi'i et all (2013) mention that narrative text is a story telling This text tells about something happened in the past whether it is true story or legend'(p. 47). It also tells a story to make a point or explain an idea or event.

A narrative typically contains action, dialogue, elaborate details and humor. This text can be fun to read. It tells a story to make a point or explain an idea or event. This type of text can be found in short story books, magazines, novels, movies etc. Narrative is popular because they present a plot which consists of



complications and resolutions. They make people feel curious and anxious with the ends of the stories.

- a. The students' ability in identifying the main idea in narrative text: According to Kasnila ( 2009) said that the main idea is what the author wants you to know about the topic. It means the readers should understand not only the ideas, but also the relative significances as expressed by the writer' (p.14-15).
- b. The students' ability in identifying the unfamiliar words in Narrative text: According to Nuttal (1982), locating the meaning of the vocabulary in context, it is to identify the meaning of unfamiliar words' (p. 90). It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.
- c. Identifying reference: According King & stanly (1998) In english,as in other language it would be clumsy and boring to have and repeat the same word or phrase every time you use it instead of repeat the same word of phrase several times, after it has been used we can usually refer to it that repeat it' (p. 331). For this purpose,we use reference words.recognize reference words and being able to identify the word to which they refer to will help the reader understand the reading passeege. Reference words are usually short and very frequently pronoun,such as, it, she, he, they, this, etc.



- d. According to Nichols (2008) In narrative text, there are some generic text organization' (p. 68). The generic structure of narrative text are:
1. *Orientation*: It sets the scene and introduces the participants of the story such as the characters, time, and place. (It answers the question: who, when, what and where) and introduce.
  2. *Complication*: the problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.
  3. *Resolution*: the character that finds out the solution of the problem happened. According to Wikipedia, there are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, sciencefiction, romances, historical narratives, ballads, slice of life, or personal experience.

## 5. The Concept of Story Telling

According to Haven & Ducey, (2007) Storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills. according to Kim, (1999) Storytelling is increasingly recognized as having important theoretical and practical implications' (p. 175-191). Storytelling serves





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many purposes including increased vocabulary and concentration. Malo and Bullard (2000) said that story telling might be more powerful than other mediums at developing skills that prepare children for reading.

It promotes reading comprehension in ways that build the capacity of all learners to academically succeed. This teaching approach promotes a vision of diversity as a resource, by encouraging learners to make selections of narrative form based on the anticipated audience, rather than reducing all experiences to the school-story format that educators so often use. Engaging in storytelling activities is a way to motivate even the most reluctant reader or writer. Storytelling is defined as, “relating a tale to one or more listeners through voice and gesture” National Council of Teachers of English, (1992). Because storytelling relies on both the listener and the teller, this strategy utilizes the social element of language. According to Dugan, (1997) Researchers have found that literacy instruction is most effective when developed through social interaction and collaboration with others’ (p. 86). This pedagogical strategy capitalizes on students’ desire to talk and interact with others. In fact, some researchers have found that the weakest readers and writers are often the most adept at storytelling (NCTE, 1992).

According to Phillips, (1999). Through active engagement, storytelling as a pedagogical strategy can strengthen reading comprehension by helping students develop of a sense of story. Craig et al, ( 2001) say that Students learn the social aspects of language through observation and participation in storytelling’ (p. 46-51). Through participation in storytelling experiences, students learn to build a



sense of story by anticipating features of the genre, including how a story may begin and end. According to story Aiey, Craig, Hull, Haggart, (1988) and Crowder, (2001) Phillips, (1999) Through active engagement, storytelling as a pedagogical strategy can strengthen reading comprehension by helping students develop of a sense of. Having a sense of story is critical for students to make sense of text and derive meaning from a story. Ellis (1997) says that “by using storytelling in the classroom, teachers can fulfill many requirements at once”. He goes on to say that storytelling is useful because it is flexible and can appeal to a variety of learning styles’ (p. 21). Hamilton and Weiss (1993) use storytelling to help children “develop confidence, poise, and a love of language” (p. 4). Aiey (1998) noted that numerous articles and papers investigated the effectiveness of storytelling in developing language abilities, comprehension, and critical thinking. Storytelling can be useful for teachers because it is suitable for various levels of learners interactions with teachers are also very important in order to increase students’ reading comprehension.

According to Maynard (2005) storytelling is the way in which people communicate their experiences, understand each other, liberate their imaginations, and make sense of the world and their own position’ ( p. 1). According to Gail Ellis and Jean Brew (2014) Storytelling is telling a story to people who are willing to listen’ (p. 25). The writer believes that storytelling not only helps the teachers enhance the language and logic skills of the learners but also results in the

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development of positive attitudes towards instruction. This will lead to enjoyable learning.

## 6. Benefits of Storytelling strategy

Storytelling serves multiple functions in the classroom. Craig et al (2001) clarify that storytelling acts as a bridge for diverse literacy needs by providing a context for literacy, helping learners develop their ideas, and preparing them for reading comprehension and later academic success. While Ellis and Brewster (2002) find that storytelling leads to improvement in reading and listening skills, and organizing narrative thoughts. It also increases the learner's attention span, leads to fluency in reading and helps learners construct or activate their schemata.

According Eder (2007) reports other benefits of storytelling' (p. 24) as:

- a. Storytelling is an effective instructional technique for introducing new material and providing depth to a concept going beyond a fact, a definition, or an outline of textbook material.
- b. Storytelling is pedagogical techniques which strengthen the learners' comprehension of reading passages.
- c. Storytelling captures the attention of the learners and provokes curiosity through enhancing the development of a sense of story in participants
- d. Storytelling encourages learners to experiment with voice, tone, eye contact, gestures, and facial expressions.



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- e. Storytelling encourages reading motivation, supports comprehension skills and stimulates discussion

According Shelly (2010) cites that storytelling helps learners to increase their vocabulary, understand the parts of language, and learn the rules of English'

(p. 5). She also suggests the following benefits which are gained from applying storytelling:

- a. Storytelling creates interest, in which beginning a lesson with a story may put the learners at ease and allow them to understand something concrete before going on to the related abstract concept.
- b. Depending on the age of the learners, storytelling is used with many subjects. It is extended to the social sciences, language, health, music, art..
- c. Storytelling provides a positive classroom climate and gives the class a new tone, and makes the subject come alive.
- d. Multimedia presentations create an interactive communication and build bridges across and within communities.
- e. Using the technique widens the range of learners' emotional, cultural and moral responses. In which, sensitive issues are considered through the distancing frame of a story.

According to the researcher, the benefits of storytelling are obvious either for the teachers or the learners because they are the human beings in the classroom who interact in doing the tasks. In a reading lesson, comprehension is



supposed to be the ultimate goal of reading. This will never happen unless the learners are actively engaged in the classroom activities. The development of a sense of story allows students to make better predictions, to anticipate what is next, to increase awareness of cause and effect, sequence events, and to develop reading skills that aid comprehension.

According to lie (1994) the steps for story telling' (p. 3-4) as follows:

- a. The teacher tells about the competence that will be done in learning process
- b. The teacher provides a general introduction to the topic by using brainstorming activities.
- c. The teacher gives the text in two sections. The first half of the story is given group, and the second half in the other one.
- d. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
- e. The teacher asks both students in group exchange their list and gives them a few moments to reflect on the list of clues and relate them to the story part they have read.
- f. The teacher asks the student to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other students has recorded.



- g. The teacher calls a few volunteers to read their own versions to each other in front of class
- h. The teacher distributes the missing part of the story to everybody in class and ask them to read and compare it with their own stories.
- i. teacher concludes with a discussion of the whole story.
- j. The teacher gives a quiz at the end of the session.

## B. Relevant Research

According to M.syafi'i S (2014), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research (p. 102). The writer has to analyze what the point is focused on informing the design, findings and conclusions of the previous researches. It aims at avoiding plagiarism toward the design and findings of previous researchers. These are some relevant researches of this research:

1. In 2014, a research was done by Sri ratu safiatuddin entitled "*teaching reading comprehension by using story telling to the eleventh grade students of at man 2 gapong teungoh langsa* . The findings of the research indicated that using story telling was successful in improving students' Reading comprehension. It means that there was significant difference between students' reading comprehension taught by using story telling strategy and those taught without using story telling strategy.



2. In The research conducted by Sri Minda Murni, entitled "Improving Students' Achievement in Speaking Through Story Telling strategy at Senior High School Katolik Sibolga". The instruments for collecting data were quantitative data (speaking test) and qualitative data (diary notes, observation sheet and interview sheet). Based on speaking test' scores, most of students' score in accent, grammar, vocabulary, fluency and comprehension kept improving in every test. Based on diary notes, observation sheet, questionnaire and interview, it was found that students were interested in applying Storytelling because it helped the students in improving their speaking achievement. The result of the research showed that Storytelling can improve students' speaking achievement.

Based on some previous researches above, this research has the same strategy by using Story Telling strategy. However, this research is was different from the previous researches in which the writer focuses on reading comprehension of narrative text

### **C. The Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding and misinterpretaton. It should be interpreted into particular words in order to make it easy to measure. Operational concept is used to clarify the theories used in the research, to know the students' reading comprehension at State Junior High School 20 Pekanbaru".



In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is experimental research which focuses on gaining the effect of using Story Telling strategy for students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is Story telling is an independent variable.
2. Variable Y is students' reading comprehension is dependent variable.

#### Variable X

1. The teacher tells about the competence that will be done in learning process
2. The teacher provides a general introduction to the topic by using brainstorming activities.
3. The teacher gives the text in two sections. The first half of the story is given group, and the second half in the other one.
4. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
5. The teacher asks both students in group to exchange their list and gives them a few moments to reflect on the list of clues and relate them to the story part they have read.
6. The teacher asks the student to develop and write their own version of the story missing part by recalling the part he/she has read and use the clues that the other students has recorded.



7. The teacher calls a few volunteers to read their own versions to each other in front of class
8. The teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
9. The teacher concludes with a discussion of the whole story.
10. The teacher gives a quiz at the end of the session

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**TABLE. II.1**  
**THE RELATIONSHIP AMONG VARIABEL X, Y AND A TEXT**

NO	Variabel X	Variabel Y	Text
1	<p>1. The teacher tells about the competence that will be done in learning process</p> <p>2. The teacher provides a general introduction to the topic by using brain storming activities. (1)</p> <p>3. The teacher gives the text in two sections. The first half of the story is given group, and the second half in the other one.</p> <p>4. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text. (2,3)</p> <p>5. The teacher asks both students in group exchange their list and gives them a few moments to reflect on the list of clues and relate them to the story part they have read.</p> <p>6. The teacher asks the student to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other students has recorded. (4)</p> <p>7. The teacher calls a few volunteers to read their own versions to each other in front of class</p> <p>8. The teacher distributes the missing part of the story to everybody in class and ask them to read and compare it with their own stories.</p> <p>9. teacher concludes with a discussion of the whole story.</p> <p>10. The teacher give a quiz at the end of the session</p>	<p>1. The students are able to find the main idea of narrative text</p> <p>2. The students are able to find the reference of narrative text (his refers to fish)</p> <p>3. The students are able to find the meaning of unfamiliar words in the text.(drowned- sink)</p> <p>4. The students are able to recognize the generic structure of the text. ( resolution - the sun and the mood have remain ever since )</p>	<p>A long time ago, (1 )<u>the sun and the moon</u> are a married couple who lived on the earth and were great friends of the sea. one day, they invite the sea to visit them.</p> <p>So the sea go along, with the (2) <u>fish</u> and all the members of (2) <u>his</u> family. surprisingly, the water begin to rise, so that the sun and the moon have to climb up to the roof because they do not want tobe (3) <u>drowned</u>, then they climbed up into the sky, where(4) <u>they have remain ever since</u>.</p>



## Variable Y

The writer determines the indicators of students' reading comprehension in reading subject as follows:

1. The students are able to find the main idea of narrative text
2. The students are able to find the reference of narrative text
3. The students are able to find the meaning of unfamiliar words in the text.
4. The students are able to recognize the generic structure of the text.

## D. Assumption and Hypothesis

### 1. Assumption

Based on the theories and explanation above, the writer has an assumption. If the teacher uses Story Telling strategy well, the students' achievement in reading comprehension is higher than before. In other words, the better the use of Story Telling is (variable x) the better reading comprehension score (variable y) will be achieved by the students.

### 2. Hypothesis

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

- a. The alternative hypotesis ( $H_a$ )  
 There is a significant effect of using story telling strategy on students' reading comprehension at State Junior High School 20 Pekanbaru.
- b. The Null Hypothesis ( $H_0$ )  
 There is no significant effect of using story telling strategy on students' reading comprehension at State Junior High School 20 Pekanbaru.