CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. Concept of Reading

Various definitions of reading have been given by many experts. The definitions are very useful for the researchers in conducting a research. In this paper, the writer will give some definitions of reading from experts. Reading is one of the English skills that is very crucial to be taught to the students. It is the most useful activity in order to enlarge students' insight. Through reading, students can update their knowledge. According to Tanskerley (2003:2) reading is a complex process made up of several interlocking skills and processes. It means that as we are reading some of the processes are needed. Pertaining to Nunan (2003:68) reading is a process of the readers to combine the information from the text in order to build a meaning. Dealing with this, Patel and Jain (2008:113) agree that reading means to understand the meaning of printed words. It is clearly stated that reading is a process to decode the meaning.

Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the no visual information contained in your head to create meaning. In

12

that way, what in your head is just as what's on the page in the process of creating meaning (Johnson, 2008:4). From reading, the readers will be able to decipher the new words and phrases that usually come in daily conversation. In short, reading is an activity to interpret the printed words.

Besides, the purpose of reading itself is to get new information, to amuse the readers and to enhance new knowledge. Regarding this, Smith (2004:125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process of reading the words, sentences or texts but also through reading the readers should be able to get something from the reading materials. Moreover, Klingner believes that meaning, learning, and pleasure are the ultimate goals of learning to read (2007:2).

b. Concept of Reading Comprehension

In order to read, the readers must also be able to comprehend the text. According to Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is dealing with the process of catching meaning and idea from the written text.

When learners comprehend the reading materials, they interpret the ideas in text. It is pertaining to Blachowicz and Ogle (2008:1); reading comprehension is making sense of what is read. As a result,

reading comprehension the process of the readers to construct the meaning from the text. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending how to get the ideas of both explicit and implicit messages. Furthermore, Snow (2002:11) points out comprehension as three elements:

1) The *reader* who is doing the comprehending

2) The *text* that is to be comprehended

3) The *activity* in which comprehension is a part.

c. Components of Reading Text

There are some reading components that may help students to read. They are as follows:

1) Topic

According to Wassman and Rinsky (2000:114), topic is the subject of the entire paragraph. It is more general than main idea. The topic may be stated in a word or short phrase. The topic can be developed become main idea. So, it will help the reader to identify the main idea of the paragraph.

2) Generic Structure

This term refers to the way a text is organized to guide readers in identifying key information (Klingner, 2007:76). Texts are organized in different ways. This is very important to divide the text into some strands in order to ease the reader interpret the text.

A key characteristic for all text types is the requirement to orient or introduce the character involved in the story, the time and place in the story (Knapp, 2005:222).

3) Language Features

The grammatically order of the text. Language feature is the rules in a language to look for the similarities of the words in the text.

4) Reference

One of the aspects of comprehension is that the readers must be able to mention the particular object or thing that has been mentioned by author. Reference can be defined as a pronoun or noun- phrase that refers to a previous text.

5) Making Inference

One important aspect of comprehension involves making inferences while reading. The readers must look for clues and try to guess what the passage is about. It is called making an inference (Mickulecky and Jeffries, 1996:150). It means that, the readers must create the conclusion of what is being read. Making inferences can be defines as forming the readers' conclusion.

d. Reading Comprehension in Narrative Text

In accordance with the definition of narrative text, Knapp and Watkins (2005:97) believe that narrative has a powerful social role in order to entertain and to educate people. This kind of text is familiar

and easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics.

Table II.1
The Characteristics of Narrative Text

Text Type	Purpose	Generic Structure	Language Features	Examples of narrative text
Narrative	To entertain the readers	1. Orientation: introduces the characters and settings involved. 2. Complication: an event or a sequence of events that lead the characters into a conflict. 3. Reorientation: the problem starts to get resolved. It can be happy ending or vice versa.	1. Action Verbs 2. Adjectives 3. Connectors to do with time and sequence 4. Pronouns 5. Past Tense 6. Adverbs	1. Short stories 2. Folklore 3. Legends 4. Fables 5. Myths

2. Book Box Strategy

a. Concept of Book Box Strategy

A book box is a container of some sort with several objects that it is related to a book. According to Jonson (as cited in Wilfong, 2014: 8) book boxes entice students to reading with the trick of building suspense. Book boxes made by a teacher are effective when being presented before the class begins reading. Students might create book boxes or book bags to end a literature unit after reading a book.

Teacher uses book boxes to introduce a new piece of literature and to help students build background knowledge, including knowledge of vocabulary and story themes. Based on the objects the teacher has

selected, students predict what might happen in a story (Feeney, 2006:11). Tompkins (as cited in Diehl and Netlles, 2012: 61) also stated to help students in making prediction of fiction, have them use the book box strategy in which concrete items related to the story are pulled out of a box and students make guesses about the objects' relationship to the story.

According to Mac Lellan cited by Wood et al. (2002:47), prediction refers to making a guess about what the writer will write next; this guess is based on personal life experiences and text clues. It means that the reader makes prediction based on her or his prior experience to guess what the text is going to be read about by using text clues, such as by previewing the title of the text, the picture, etc. So by prediction the students can improve their understanding of the text. It means that before reading the text it will be better for the reader to predict the text because it can interest her or him to read and know whether her or his prediction is correct or not. Then, she or he will read and try to comprehend the text completely.

After students predict the object, teacher asks students to make inference based on their prediction about the object. Inference is logical guessing by using context clues. An inference is taking information you already know or can see the logical fact. According to Gerald G. Duffy (2009:101) inferring is the ability to "read between the lines" or to get the meaning an author implies but does not state

directly. Inference requires that each reader constructs a meaning that makes the text a reflection of her or his experience.

In students' learning reading comprehension, teacher asks students to make personal connections to the text when they create book boxes and bags at the end of a literature unit. The project engages the interest of all students, regardless of reading ability.

b. Procedures of Book Box Strategy

According Feeney (2006:11), the procedures using book box strategy are:

1. Teacher pre-reads the material and makes a list of several objects that might represent themes in the book.

2. Teacher finds a box, a basket, a tub, a bag, or some other container to use as the 'box'; writes the name of the book on the box and decorates it with pictures that related to the story.

3. Teacher gathers 3 – 5 objects from the list and places them in the box.

4. Teacher introduces the activity by letting students know that each object in the container represent something important in the selected reading.

5. As each object is held up, students identify it.

6. Students speculate about how it might be important to the book and predict what might happen.

7. Teacher selects a second object from the container and activity is repeated.

8. Students may make connections between the second and first object and may have new ideas about the first object.

9. Students may also change their original prediction altogether

10. Before students begin reading, the teacher instructs them to watch for the objects discussed and to think about how accurate their predictions were.

B. Relevant Research

Relevant research is previous researches conducted by the other researchers (Syafi'I, 2013:94). Hence, it is essential to observe a few previous researches in order to have relevancies to the research. What is more; the relevant research is presented to provide the empirical support of this research. In line with this, the writer took relevant research that had been researched by the previous researcher, they are:

1. One of the researches that is relevance with this research is the research conducted by Fina Wardani (2012). The strategy in her research is almost same (Indicator x: predict the object) and the variable y is also reading comprehension. In her research entitled "The Effect of Using Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy to Improve Students' Reading Comprehension at The Second Year of State Junior High School 14 Dumai".She found that the mean score of experimental group which was taught by imagine, elaborate, predict, and confirm (iepc) strategy reading was 85.75 while the mean score of control group which was taught by using

traditional reading classroom was 74.75. That means there was any significant difference between imagine, elaborate, predict, and confirm (iepc) strategy reading for reading comparison achievement and using traditional reading classroom method for reading comprehension achievement. Furthermore, t-test in this research was 2.65 and t-table was 2.00.

2. This research also has relevance with Erma Damayanti (2012). In her research, he focused on "The Effect of Prediction and Inference Strategy Toward Reading Comprehension at The Second Year Students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau". The strategy in her research is almost same (Indicator x: predict the object and make inference the text) and the variable y is also reading comprehension. She was concluding that based on the analysis data, it had proved that the teaching reading activities in the classroom was good. the research findings show that the improvement could be seen from the score of t-test. The total score of t-test is 78.559. based on t-table, 4.20<78.559>7.64. Therefore, it could be concluded that there is a significant effect of prediction and inference strategy toward Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau.

It is different from this research. In this research, the writer used Book Box Strategy to give effect on students, reading comprehension of narrative text of the first year at Islamic Senior High School Hasanah Pekanbaru.

C. Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing. This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of Book Box Strategy in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension in narrative text as a dependent variable. The indicators are operationally conceptualized as follows:

The steps for Book Box Strategy (Feeney, 2016: 11) as Variable X as follows:

1. Teacher pre-reads the material and makes a list of several objects that might represent themes in the book.

2. Teacher finds a box, a basket, a tub, a bag, or some other container to use as the 'box'; writes the name of the book on the box and decorates it with pictures that related to the story.

3. Teacher gathers 3 – 5 objects from the list and places them in the box.

4. Teacher introduces the activity by letting students know that each object in the container represent something important in the selected reading.

5. As each object is held up, students identify it.

6. Students speculate about how it might be important to the book and predict what might happen.

7. Teacher selects a second object from the container and activity is repeated.

8. Students may make connections between the second and first object and may have new ideas about the first object.

9. Students may also change their original prediction altogether

10. Before students begin reading, the teacher instructs them to watch for the objects discussed and to think about how accurate their predictions were.

Table II.2
The Relationship between Learning Achievements (Variable Y) and Book Box Strategy (Variable X)

Learning Achievements (Variable Y)	Using Book Box Strategy (Variable X)	Narrrative Text
1. Students identify the topic of the text well. (*A Lion and A Little Mouse*)	Teacher pre-reads the material and makes a list of several objects that might represent themes in the book.	*When he was awakened by a tiny Mouse running across his body*, a mighty Lion was sleeping in his lair. *The lion then grabbed the frightened mouse with his huge paws* and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you. "The Lion thought that it was such an amusing idea that he let the poor creature go.
2. Students identify the factual information well. (*The lion then grabbed the frightened mouse with his huge paws*)	Teacher finds a box, a basket, a tub, a bag, or some other container to use as the 'box'; writes the name of the book on the box and decorates it with pictures that related to the story.	
	Teacher gathers 3 – 5 objects from the list and places them in the box.	
	Teacher introduces the activity by letting students know that each object in the container represent something important in the selected reading.	
	As each object is held up, students identify it.	Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could
3. Students identify the word	Students speculate about how it might be important to the book and predict what might happen.	

meaning of the text well. (*awakened has same meaning with aroused*)	Teacher selects a second object from the container and activity is repeated.	not break free. Soon the forest echoed with angry load roars.
	Students may make connections between the second and first object and may have new ideas about the first object.	*The Little Mouse* heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."
4. Students identify complication of narrative text well. (*When he was awakened by a tiny mouse running accross his body*)	Students may also change their original prediction altogether	
	Before students begin reading, the teacher instructs them to watch for the objects discussed and to think about how accurate their predictions were.	Moral Value: Little friends may prove to be great friends. Friend in need is friend indeed.
5. Students identify the purpose of the narrative text well.(*to entertain the readers*)		

The indicators of Variable Y (Students' Reading Comprehension of Narrative Text) as the dependent variable. According to syllabus of Islamic Senior High School Hasanah Pekanbaru, the indicators are:

1. Students identify the topic of the text.

2. Students identify the factual information of the text.

3. Students identify the word meaning of the text.

4. Students identify complication of narrative text.

5. Students identify the purpose of the narrative text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that students' reading comprehension will be better by using Book Box Strategy in teaching reading narrative text.

2. Hypothesis

H_{01} : There is no significant difference on students' reading comprehension in Narrative text taught by using Book Box Strategy at Islamic Senior High School Hasanah Pekanbaru.

H_{02} : There is no significant effect on students' reading comprehension in Narrative text taught by using Book Box Strategy at Islamic Senior High School Hasanah Pekanbaru.

H_{a1} : There is significant difference of using Book Box Strategy on students' reading comprehension in Narrative text of the first grade at Islamic Senior High School Hasanah Pekanbaru.

H_{a2} : There is significant effect of using Book Box Strategy on students' reading comprehension in Narrative text of the first grade at Islamic Senior High School Hasanah Pekanbaru.