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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provides him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Tankersly (2003, p. 5) defined reading as a complex process made up of several interlocking skills and process.

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. This should, therefore, be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Grellet, 2010, p. 8).

Briefly, the researcher concludes that reading is an activity to understand the printed language or not and interpret the information into the reader's understanding appropriately.

2. Reading Comprehension

Reading Comprehension is understanding a written text that means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at the notice board to see if there is an advertisement for particular type of flat and when carefully reading an article of special interest in a scientific journal. Reading comprehension should not be separated from the other skills. There are few cases in real life when we do not talk one write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important, to link the different skills through the reading activities chosen (Grelet, 2010, p. 2).

There are five reading components that help students to read carefully. They are:

a. Finding Main Idea

Getting the main idea of the reading passages or textbook is very crucial because reading is concerned with meaning to greater extent. It can be stated that an efficient reader understands not only the ideas but also the relative significance as expressed by the author. In other

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words, some of the ideas are super ordinate (more important) and others are subordinate (less important).

b. Finding the Factual Information

To obtain the factual information of the English reading texts, a reader requires scanning for specific details or information in order to make sense of it. Scanning can be done by reading questions given and finding the content words- synonym or the same words.

c. Locating References

References are words or phrase to which pronoun refers to recognize references identifying the words or phrases to which they refer will help the reader to understand the reading passage or textbook. References are generally symbolized by possessive adjectives (I – my, you-yours, they-them, we-us, he-him, she-her, it-it).

d. Making Inference

Pamale states that an inference is the logical conclusion based on evidences as direct statement of fact. Understanding is one of the most important aspects in reading. Writer uses language efficiently and recognizes what can be inferred from their sentences. In other words, an efficient reader is reader that is able to understand those implications-inferences.

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e. Understanding Vocabulary in Context of the Reading Passages or Textbook

A vocabulary context is the combination of vocabularies and grammar that surround word. It is very prominent component to understand the contextual reading passages pertinent to make sense of the authors' ideas. In this regard, contextual reading passages or textbook are referred to the vocabulary that has a plenty of categories such as technical and frequency.

In addition, Alderson and Uquart stated that there are five Barrett's taxonomies of reading comprehension, they are as follows:

- a. Literal comprehension is that the students are able to identify the information on the text directly. It is the lowest level of students' reading comprehension. Literal is divided into two types, they are recognition (students' ability to locate or identify ideas of information explicitly) and recall (students' ability to procedure from memory ideas and information explicitly). Recognition and recall consist of details, main ideas, sequence, comparison, cause-effect relationship, and character traits.
- b. Reorganization is that the students are able to analyze, synthesize, and organize ideas and information explicitly stated in reading text. Reorganization is divided into some types, they are:
 - 1) Classifying (placing person, things, and place into groups).
 - 2) Outlining (organizing a selection in outline form).

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- 3) Summarizing (paraphrasing the text).
 - 4) Synthesizing (consolidating information from more than a single source).
- c. Inferencial comprehension is that ideas and information used as the basis for making intelligence hypotheses. The students may infer some cases below:
- 1) Supporting details (suggesting additional facts if the students get selection more informative).
 - 2) Main ideas (providing the main idea if it is not stated explicitly).
 - 3) Sequence (conjecturing what will happen when no explicit statement in the text).
 - 4) Comparisons (comparing the information in the paragraphs).
 - 5) Cause and effect relationship.
 - 6) Character traits (hypothesizing characteristics of persons).
 - 7) Predicted outcomes (predicting what will happen as a result of reading part of the text).
 - 8) Figurative language (inferring literal meanings from the figurative use of language).
- d. Evaluation is Requiring response indicating that an evaluative judgment has been made based on the students' experiences and knowledge. The students make the following judgments:
- 1) Reality or fantasy (judging whether an event is possible).

- 2) Fact or Opinion (distinguishing between supported and unsupported data).
 - 3) Adequacy or Validity (judging whether information in a text agrees with other sources).
 - 4) Appropriateness (determining relative adequacy of different parts of a selection in answering specific questions).
 - 5) Worth, desirability or acceptability (make decisions of good, bad, right and wrong).
- e. Appreciation is involving all dimensions of reading above, and requiring to be interested and emotionally and also affectively to the ideas and information in the reading selection. It is included both the knowledge of, and the emotional. Appreciation includes both knowledge and emotional response to literary, forms, styles, and structures:
- 1) Emotional response to content (verbalizing feelings about the selections).
 - 2) Identification with characters and incidents (demonstrating sensitivity with characters or events).
 - 3) Reactions to the speaker's use of language (responding to the author's ability to create language).

From some explanations above, the researcher can conclude that reading comprehension is a process to understand, interpret and get some information of the text.

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2. Reading Comprehension of Narrative Text

According to Dorn & Soffos (2005, p. 18 ; Glaessar, et al, 1987), readers generate approximately four times as many inferences when they read narrative text as they do when they read expository text. Expository texts require more special-ized knowledge sources, while narrative texts utilize many of the same structures from general life (e.g., problems and solutions, cause and effect). Regarding with Mcquillan (2000, pp. 85-86) narrative text is a story that is told in language and it is converted into language signs. The characteristics of narrative texts should be as follows:

- a. Two types of spokesmen are to be found in a narrative text; one does not play a role in the fabula whereas the other does.
- b. It is possible to distinguish three layers in a narrative text: the text, the story, and the fabula. Each of these layers are describable.
- c. That with which the narrative text is concerned, the ‘contents,’ is a series of connected events caused or experienced by actors.

Together, these characteristics should produce a definition: a narrative text is a text in which the above three characteristics may be found. A narrative has a beginning and an ending, a fact that simultaneously distinguishes it from the rest of the world and opposes it to the ‘real’ world.

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3. Narrative text

Richards (2002, p. 349) explained that narrative is the written or oral account of a real or fictional story. Moreover, Martin (2007, p. 251) stated that narrative is seen as a recapitulation of past experience in which language is used to structure a sequence of (real or fictitious) events. It can be concluded that narrative is a kind of written or oral content that may happen at the past; it may be a fiction or nonfiction. The purpose of a narrative is to entertain and to engage the reader in imaginative experience. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures (Klingner et al, 2007, p. 70).

Based on the explanation above, the researcher concludes that narrative is a story telling. It is told very clear and detail. When readers read narrative text, they can easily understand what the writer is talking about. Narrative also has the structure of the story. According to Robert, there are three stages in narrative. They are as follows:

- a. Orientation: Setting the scene and introducing the characters of the story, the time and the place the story happened. (Who/What, When and Where)
- b. Complication: a series event in which the main character attempts to solve the problem.
- c. Resolution: the ending of the story containing the problem solution.

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4. Teaching Reading

Reading is an essential skill for learners of English as a second language.

According to Harmer (2001, p. 82), there are six principles behind the teaching of reading:

Principle 1: Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things and students do not do these things-then we only just scratch the surface on the text and quickly forget it.

Principle 2: Students need to be engaged with what they are reading.

Students need to be engaged with what text they are reading, not actively interested in what they are doing less likely to benefit from it. When they are really fired up by the topic or task, they get much from what is in front of them.

Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express

their feelings about the topic-thus personal engagement with it and the language.

Principle 4 ; prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us hint of what is in the book. Photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint-the book cover, the headline, the word processes page-our brain starts predicting what we are going to read. Expectations are set up and active process of reading is ready to begin. Teachers should give students' hints' so that they can predict what's coming too. It will make them better and more engaged readers.

Principle 5 : match the task to the topic

We could give students Hamlet's famous soliloquy ' to be or not be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

One decision has been taken about what reading test the students are going to read, we need to choose good reading tasks-the right kind of questions, engaging and useful puzzles etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most common

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place passage can be made really exciting with imaginative and challenging tasks. Teachers should give students' hints' so that they can predict what's coming too. It will make them better and more engaged readers.

Principle 6: good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, description etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

5. Assessment of Reading Comprehension of Narrative Text

There are many different ways to measure reading comprehension, and despite different structure, language, and content, we often treat reading comprehension tests as if they were all the same. According to Brown (2003, p. 189), there are four types of reading:

1. Perceptive. It refers to letters, words, punctuation, and other graphemic symbols.
2. Selective. It refers to sentence or sentences.
3. Interactive. It refers to several paragraphs which include to short narrative.
4. Extensive. It refers to more than a page.

Meanwhile, in those types of reading above, at the level for the assessment of reading comprehension of narrative text is interactive, which means that it refers to several paragraphs which include to short narrative. Task

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at this level like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Interactive tasks may imply a little more focus on top-down processing than on bottom-up. Texts are a little longer, from a paragraph to as much as a page or so in the case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format.

Assessment is an ongoing process that encompasses a much wider domain (Brown, 1991, p. 4). In assessing reading, Brown categorizes reading assessment into several types, such as ; multiple-choice, short-answer, editing (longer texts). In addition, Nation (2009, pp. 77-79) point out that comprehension test can use a variety of question forms, such as:

1. Pronominal questions

These questions require learners to make a written which can range in length form of a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

2. True/False/, Yes/No, Alternative questions and Multiple Choice

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. Multiple choice questions can focus on details and on more aspects of the text. The test multiple choice is a test item in which the test taker presents with a question along with four or five possible answers from which one must be selected (Jack & Schmidh

2002, p. 346). According to Nation (2009, p. 78), multiple choice questions can focus on details and more general aspects of the text.

3. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of the text.

In this research, the researcher used multiple choice in assessing students' reading comprehension.

6. Approach, Method, Technique, Strategy

a. Approach

According to Anthony quoted in Richards and Rogers (2001), approach is a set of correlative assumption dealing with the nature of language teaching and learning. It is also axiomatic that describes the nature of the subject matter to be taught.

b. Method

Richards and Rodgers (2001) state that method is theoretically related to an approach, organized by design, and practically realized in procedures. It can be defined as an overall plan of language teaching which consistent with the theories.

c. Technique

According to Harmer (2001), technique is implementation, referring to a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It can be defined as a systematic procedure, formula,

or routine by which a task is accomplished or implementation that which actually takes place in the classroom.

d. Strategy

Brown (2001) said that strategy may be defined as a planned design for controlling and manipulating certain information. It also can be said as a plan of action designed to achieve a specific goal within an organizational framework.

B. Story Pyramid Strategy

1. Definition of Story Pyramid Strategy

According to Macon et al (1991), in Teaching work, story pyramid helps students pinpoint highlight of a story and describe the important parts of using a limited number of words. Moreover, Lenski et al (2001, in Melaningsih, 2012) describe story pyramid strategy as a strategy that is designed to help students with story comprehension but could be used to focus on characters, setting and story problems.

According to Eileen (2004, p. 57), the Story Pyramid is a strategy that helps students identify important elements of a story and describes them by using a limited number of words. In addition, Story Pyramid strategy prompts students to precise and economical as possible in the character analysis (McKnight, 2010, p. 210).

A completed Story Pyramid will have the following information:

1. LINE 1. First name of the main character
2. LINE 2. Two words describing the main character
3. LINE 3. Three words describing the setting
4. LINE 4. Four words stating the problem
5. LINE 5. Five words describing one main event
6. LINE 6. Six words describing a second main event
7. LINE 7. Seven words describing a third main event
8. LINE 8. Eight words stating the solution to the problem

Graphic information illustrates concepts and relationships between concepts in a text or using diagrams. Graphic information is known by different names, such as maps, graphs, charts, frames, or clusters and story mapping/story grammar. Requiring concise descriptions stretches students' thinking and is a fun alternative to a traditional Story Grammar (Eileen, 2004, p. 57). So, students should draw lines in a pyramid design and insert the following information from the story. Furthermore, Story Pyramid can be illustrated through pyramid design below:

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STORY PYRAMID TEMPLATE

1. _____

Name of main character

2. _____

Two words describing main character.

3. _____

Three words describing the setting.

4. _____

Four words stating the problem.

5. _____

Five words describing one event.

6. _____

Six words describing second event.

7. _____

Sevent words describing the tird event.

8. _____

Eight words describing the solution.

This strategy will help the students more accurate at predicting the contents. As a result, reading comprehension and reading pleasure soar.

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2. The Advantages of Story Pyramid Strategy

There are some advantages of Story Pyramid strategy. According to Macon et al (1991), the advantages of Story Pyramid strategy help students pinpoint highlight of a story and describe the important parts of using a limited number of words. The requirement of brief responses stretches students' thinking is fun. So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.

3. Teaching Reading by Using Story Pyramid Strategy

According to Eileen (2004, p. 58), the procedures of using Story Pyramid in teaching reading as follows :

1. The teacher shows students a Story Pyramid template and discusses the elements with them; there is a template in the Companion Folder. Discuss some specific examples of setting descriptions, problem statements, and even the summaries from stories familiar to the class.
2. The teacher asks students to read the story, focusing on the important story elements called for by the Story Pyramid. You can read the story aloud to younger students.
3. The teacher guides students in their reading by having them stop to predict story events or to describe key elements. For example, prompt students to predict what the problem is and how they think the main character will solve it.

4. The teacher discusses the story after reading. Encourage students to form images in their minds of what occurred in the story.

C. Relevant Research

The same research concerned about the story pyramid strategy had been conducted by the previous researchers. The first, the research that had been conducted by Wardiningsih (2012) entitled Improving Students Reading Comprehension on Narrative Text through Story Pyramid Strategy at the Tenth Grade of SMA Muhammadiyah 2 Pontianak. This research used Classroom Action Research that had used two cycles. In the first cycle, the researcher used story pyramid strategy as a strategy to improve the students reading comprehension on finding out the factual or detail information and understanding language feature on narrative text. In the second cycle, the researcher used story pyramid strategy helped by questioning and guided question. The result of the research can be showed from every cycle that students improved in understanding narrative text. From the first cycle, the students' mean score was 45, the second cycle was 67.1 and the last cycle was 79.8. It indicated that the students' comprehension had some progress. The students' score could reach the standard of success point because the standard of success point in that school was 65.

The second, the research that had been conducted by Melaningsih (2013) entitled *The Effects of Using Story Pyramid Strategy toward Students Reading Comprehension a Study at the Tenth Grade Students of Senior High School SMAN 5 Solok Selatan*. This research used experimental research by using 2 classes, they were control class and experiment class. In the experiment class, the researcher had given the treatment “Story Pyramid Strategy” and in the control class, the researcher had given “Question Answer Relationship Strategy”. The result of the research showed that the mean score for the posttest for control group was 58.85 and the mean score for experimental group was 73.6 with the great difference of 14.75. So, experimental group was bigger than control group. In standard deviation of experimental class was 8.31 and standard deviation of control was 15.80. Then standard deviation of both classes were 12 .5. After that, the researcher found value of t obtained was 4.53 and the value of t table was 2.00 at the degree of freedom 56 and the level of significant 0.05. It can be concluded that there was significant effect of using Story Pyramid Strategy in improving students’ reading comprehension.

According two researchers above, those were shown that story pyramid strategy can increase students’ reading comprehension of narrative text. Based on the some previous researches above on the use of strategy, the researcher conducted research in teaching reading comprehension by using story pyramid strategy. The researcher used experimental research design with quantitative approach, and described the effectiveness of story pyramid

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strategy in teaching reading comprehension of narrative text by comparing between the students' score when they were taught without story pyramid strategy and those were taught by using story pyramid strategy. In this research, the researcher used two groups as the experimental and control group of the eighth grade. In the control group, researcher used the conventional teaching. In the experimental group, the researcher used the treatment of story pyramid strategy. Two previous researches above, researchers conducted the research at Senior High School whereas in this research, the researcher conducted the research at Junior High School.

D. Operational Concept

According to Syafi'i (2013, p. 103), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in a research paper. It means that, it is a concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation on the research.

In order to clarify the theory used in the research, the researcher would like to explain briefly about variables of this research. This research was an experimental research which focused on gaining the effect of using Story Pyramid strategy on reading comprehension of narrative text at the second year of Islamic Junior High school of Mu'allimin Muhammadiyah Bangkinang.

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Therefore, in analyzing the problem in this research, there were two variables used, they are:

1. Variable X is Story Pyramid Strategy

Story Pyramid Strategy is as an independent variable. It refers to the reseacher's strategy in teaching.

2. Variable Y is Students' reading comprehension of narrative text.

Students' reading comprehension is dependent variable.

According to Eileen (2004, p. 58), the procedures of Story Pyramid (variable X) are as follows :

- 1.The teacher says the students that they are going to discuss about narrative text.
- 2.The teacher explains how to use story pyramid strategy and gives an example to the students.
- 3.The teacher delivers a story and story pyramid template to the students
- 4.The teacher asks students to read the story carefully.
- 5.The teacher asks students read the information requested in the story pyramid template.
- 6.The teacher asks students begin to fill in the story pyramid whereas the teacher gives the guided questions to students.
- 7.First line, the teacher asks students to write the name of the main character of the story.

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8. Second line, the teacher asks students to write two words describing main character.
9. Third line, the teacher asks students to write three words describing the setting.
10. Fourth line, the teacher asks students to write four words stating the problem.
11. Fifth line, the teacher asks students to write five words describing the one main event.
12. Sixth line, the teacher asks students to write six words describing the second event.
13. Seventh line, the teacher asks students to write seven words describing third event.
14. Eight line, the teacher asks students to write stating the solution to the problem.
15. After students finish in filling the story pyramid template, the teacher and students discuss the difficult words in the story.

According to Arthur Hughes (2003, p. 139) the indicators of students' ability in reading comprehension (variable y) are as follows:

1. The students are able to find factual information.
2. The students are able to find out the main idea of narrative text.
3. The students are able to locate the meaning of vocabulary in context.
4. The students are able to indentify references.
5. The students are able to make inferences of narrative text.

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B. Assumption and Hypothesis

1. Assumption

The research is on the basic of following assumption:

- a. Story Pyramid strategy can help students to understand the reading text.
- b. The response of students toward the Story Pyramid strategy is various.
- c. The respondents are treated by using story pyramid strategy to achieve better reading than those are not treated by using story pyramid strategy.

2. Hypothesis

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

1. The Null Hypothesis(H_0)

H_{01} :There is no significant difference between using and without using Story Pyramid strategy on students' reading comprehension at the eighth grade of Islamic junior high school of Mu'allimin Muhammadiyah Bangkinang.

H_{02} :There is no significant effect of using Story Pyramid strategy on students' reading comprehension at the eighth grade of Islamic junior high school of Mu'allimin Muhammadiyah Bangkinang.

2. The Alternative Hypothesis(H_a)

H_{a1} :There is a significant difference between using and without using Story Pyramid strategy on students' reading comprehension at the eighth grade of Islamic junior high school of Mu'allimin Muhammadiyah Bangkinang.

H_{a2} :There is a significant effect of using Story Pyramid strategy on students' reading comprehension at the eighth grade of Islamic junior high school of Mu'allimin Muhammadiyah Bangkinang.

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