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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is an active skill, which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get meaning of the text. The purpose of reading is to connect the ideas on the page from what the reader has already known. A person also reads for enjoyment or to enhance knowledge of the language. Therefore, a person who reads the reading materials might depend on her or his goal.

There are a lot of definitions about reading; some of the people think that the term of reading just to read the sentences in the text and passage. The other defined that reading is to get information from what they read. According to Nunan(2003, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. In other hands, Hasibuan and Ansyari (2007, p. 114-115) defined that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It means that in reading the students should have the background of experience in order to make out of written material. The reader should use his knowledge to understand the elements of structure whether this becomes complex or just simple idea. Reading text provides one opportunity to study a language: vocabulary, grammar, punctuation, and the

way to construct sentence, paragraph and text. Johnson (2008, p. 4) said that reading is what's in your head is just as what's on the page in the process of creating meaning.

In reading process, the writer should use knowledge, skills, and strategies to determine what the meaning of the text that they have been reading. Moreover, Hasibuan and Ansyari (2007, p.114) said that reader's knowledge, skills, and strategies include into:

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structures into sentences.
- b. Sociolinguistics competence: knowledge about different type of text and their usual structure and content.
- c. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrase to link meaning within and across sentence, as well as the ability to recognize how coherence is used to maintain the messages unity.
- d. Strategic competence: the ability to use a number of strategies.

From the explanation above, it can be concluded that reading is an active skill which includes a text and a reader in which a reader responds the message from the writer by understanding, comprehending, and interpreting the meaning from a text in a piece of communication using knowledge, skill, and strategies.

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## 2. The Nature of Reading Comprehension

Reading is a thinking process. Effective readers know what they read, it is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks. Snow (2002,p.11) also stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The reading comprehension is thus much more than decoding. Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose. In addition, Klingner (2007,p.8) stated that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text ( previous knowledge, strategy use) as well as variable related to the text (interest in text, understanding of text types).

According to Tankersley (2003,p.90), comprehension is the center of reading. In other hands, Syahputra (2014,p.96)defined:

Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that evolved

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for other purposes (listening or oral comprehension to a new form of input text.

It means reading comprehension is one component in the four of language skills should be mastered by the readers especially students as a application skill that involve for other purposes (listening and speaking). Smith and Robinson in Sri Suharti (2011, p.93) argue that “Comprehension means understanding”.Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reading should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Reading comprehension is the main purpose of the reading activity by someone. Pertaining their idea above, Westwood (2008, p. 31) stated that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use their active thinking to filter, interpret, organize and reflect the information. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

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Dealing with the previous statements, Sharon (2004, p. 98-99) said that reading comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.

### 3. Assessing Reading Comprehension

Richard (2011, p. 132) stated that the assessment refers to continuous process of gathering formal and informal information about student learning and about teachers' instructional processes. Furthermore, according to Brown (2003, p.4) the assessment refers to the ongoing process that encompasses a much wider domain. Thus, the assessment can be defined as the evaluation of the students' performance.

In short conclusion, the researcher concludes that when readers read, they will make a connection between their background knowledge and the new information from the text. In this case, there is interaction between readers and text that they read. When the readers are reading, they make a prediction and conclude the information that comes from the text. Before they conclude the information that comes from the text, they filter the information against from their background knowledge and try to make a sense or understand about text.

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#### 4. The Nature of Narrative Text

According to Siahaan and Kisno (2008, p.73), Narrative can be defined as a story that is written to entertain people and to tell a story or various experiences in different ways. It means that narrative is an interesting story to entertain the audience with a set of various character, event, and something that can be learned from the story. In addition, Cohan Steven (2001, p.73) stated that a narrative recounts a story, a series of events in a temporal sequence. In other words, narrative is a text which communicates the readers or listener about a sequence of events of a story.

In addition, Andreson and Kathy (2003, p.18) describe genres of narrative text, such as imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, romance, horror stories, adventure stories, fables, myths, legends, historical narrative, ballades, slice of life, and personal experience.

Besides, National Strategies (2012, p.1) noted that narrative text has some characteristics that can make these kinds of the text easy to be recognized and to be known. Those are:

- a. Narrative usually was completed by using images or interactive elements.
- b. Narrative is written by the first or the third person.
- c. Narrative is written by chronological order.
- d. The characters in the narrative are often stereotypical and contrasting.

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- e. Each genre of narrative has its own typical characters, setting, and events.
- f. The most common generic structures of narrative are opening, complication, and resolution.

From the explanation above, it can be concluded that narrative is a text that has purpose to entertain the readers. A narrative text consists of a number of character, events, and time sequence which it has several genres and characteristics. Furthermore, it uses a past tense as a tense.

### 5. The Purpose of Narrative

There are some purposes of narrative text. According to Aderson and Kathy (1987, p.1), the purpose of narrative text is “to present a view of the world that entertains or informs the reader or listener. In other book, Adreson and Kathy (2003, p.) states that “narrative text can also make the audience think about the issues, teach them a lesson or excite their emotion. It means that the reader gets the feeling of some issues and get the pleasure from the story.

In addition, Betty (2006, p.124) stated that the purpose of narrative is to entertain and establish camaraderie whether the account is fiction or fact, and specific purpose, is to inform other people and the main idea, fact or event will often be stated first.

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## 6. The Grammatical feature of Narrative Text

Narrative text usually includes the following grammatical features. According to Mark and Andreson (2003, p.43), the grammatical features of narrative text with the example, they are:

1. Noun that identifies the specific characters and place in the story (e.g. farmer, hunter, village, man, goose, egg).
2. Adjective that provides accurate descriptions of the characters and settings (e.g. poor farmer, old man, long gray bears, expensive thing, ordinary egg, golden egg lazy, arrogant, greedy farmer).
3. Verb that shows the actions in the story (e.g. lost, prayed, passed, too pity, gave, help, found, forgotten, late, to late).
4. Times words that connect events, telling when they occurred (e.g. long time ago, one day, few days later, thereafter).

## 7. Schematic Structure of Narrative Text

According to Mark and Kathy (p.12), an effective narrative text has several significant characteristics, which may use as standard guide. In a traditional narrative the focus on a series of actions:

### a. Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. It can also call as introductory part of a story. Thus, the reader can figure out what will happen next and who are involved in it.

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## b. Complication

This is the part of the story where the narrator tells about something that will begin chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part the story begins.

This is the part where the characters totally play their role.

## c. Sequence of events

This is where the narrative tells how the characters react to the complication. It includes their feeling and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narration and the complication in sorted out or the problem is solved to the point of view.

## d. Resolution

This is the part that can be found in the end of the story. In this part of the narrative where the complication is sorted out or the problem is solved.

## e. Coda

In some narrative texts, some narrator includes the part which is called by 'coda' if there is a moral or message to be learned from the story. That is only the optional part of story.

## 8. The Nature of Group Summarizing Strategy

Group Summarizing Strategy supports students to work together to preview text before reading, locate supporting information and examples during reading, and summarize their ideas on a four-quadrant chart after reading.

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According to Khoshsima and Tiyar (2014, p. 135) said that in the English reading field, group summarizing technique is useful for students in terms of reading comprehension, recalling, and organization. The reading process implies the use of reading strategies. Reading comprehension strategies as mental operations, tools or plans used by readers for facilitating and extending their comprehension.

While this phase can be easy because of its nonjudgmental quality, it can be difficult as well. Like other strategies included in this guide. They express their ideas in group and make a summary about all ideas in the group and finally it can make students easy to make their own summary. According to Khoshsima and Tiyar (2014, p. 136), the procedures as follows:

No	Procedures	Learning Principle
1.	The researcher (the teacher) first modeled and explicitly instructed the summarizing strategy with some examples to the experimental group until she was confident that each student learned how to use it properly.	Introducing the students the sample of narrative text.
2.	After explicit instruction, the teacher divided students into small group. students were asked to	Giving the information of narrative text.

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	summarize the passages and submit their works to the teacher.	
3.	In the next session, based on the students' summaries and their questions and problems, the teacher prepared some comments and feedback and provided them orally to all of them. The feedback given by the teacher consisted of some examples of the strong points of the summary as well as guidelines for improving the student's summary production.	Helping the students to identify the key topics.
4.	The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups.	Giving them chance to share the information that they found in their own group.
5.	Then the teacher gives a text and asks the students to read the text. Finally, they completed the exercises individually, in pairs or in small groups.	Giving the students chance to make their own summary.

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Based on the procedures above, we can see that students have to participate with the topic given by the teacher. Students can share all of their ideas in the group, they can also ask questions related to the topic, and every student should give her or his opinions or comments and make a summary about some ideas in the group.

### 9 The advantages of Group Summarizing Strategy

One of the advantages of this strategy is that every kid can do it well. Therefore, by applying Group Summarizing Strategy we can find some advantages, they are:

- a. The students are having achieved an awareness of summarizing strategy, students can have a better command of a variety of practices they can use for successful summaries of the passages.
- b. Summarizing strategy indeed encourage content reading intending to make students ready for autonomous reading and understanding.
- c. The teachers can identify students' weaknesses in reading comprehension and make the essential efforts to solve their comprehension problems as much as possible.
- d. The teachers can understand whether or not the students properly use summarizing strategy in reading comprehension and recognize which parts of reading comprehension are challenging for the learners or which parts are not fully considered by them.

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## 10. Teaching Reading with Group Summarizing Strategy

In applying a strategy, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the strategy run well related to that meaning. According to Khoshsima and Tiyar (2014, p. 135) said that in the English reading field, group summarizing technique is useful for students in terms of reading comprehension, recalling, and organization. There are some procedures of Group Summarizing strategy as follows:

- a. The researcher (the teacher) first modeled and explicitly instructed the summarizing strategy with some examples to the experimental group until she was confident that each student learned how to use it properly.
- b. After explicit instruction, the teacher divided students into small group. students were asked to summarize the passages and submit their works to the teacher.
- c. In the next session, based on the students' summaries and their questions and problems, the teacher prepared some comments and feedback and provided them orally to all of them. The feedback given by the teacher consisted of some examples of the strong points of the summary as well as guidelines for improving the student's summary production.
- d. The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups.
- e. Then the teacher gives a text and asks the students to read the text. Finally, they completed the exercises individually, in pairs or in small groups.

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## B. Relevant Research

Relevant research is previous researches conducted by the other researchers (Syafi'i, 2013, p.94). It is necessary to observe some previous researches conducted by other researchers that are relevant to our research in order to avoid plagiarism. Besides, we have to analyze the designs, findings, conclusions, and recommendations drawn by previous researchers. There are some relevant researches that have been conducted by previous researchers as in the following:

First, the research was conducted by Anna Khairulliana entitled "the effect of using group summarizing strategy on students' writing ability of narrative paragraph at the state junior high school 9 tapungkampar regency". Based on her research finding, she found that the Group Summarizing strategy could be reflected it means that using Group Summarizing strategy gave more positive effect in increasing the students' narrative paragraph writing ability at the eight grade of junior high school 9 Tapung Kampar Regency. She found that the mean score of students posttest in control class was 69.08, meanwhile, the mean score of students' posttest in experiment class was 76.76. It means that there was significant difference between students' writing ability in narrative paragraph was taught by using Group Summarizing strategy and taught without Group Summarizing strategy.

Second, a journal was written by Farnaz Sahebkhair entitled, "The effect of Summarizing model essays on developing EFL Learners' Writing Skill". In this research, he used summarizing model essay to develop students' writing

skill. He stated that Summarizing helps students to comprehend knowledge transferring it to long-term memory significantly because it leads students to distinguish important ideas and to express the information by using their own words. He found that the mean score in the control group was 11.45, and the mean score in the experimental group was 22.15, which showed that there was significant difference between two groups. The similarity between Farnaz's research in this research is variable X, both of the researches use Group Summarizing Strategy and the difference is variable Y, Farnaz's research tends to developing EFL learners' writing and this research focuses on Reading Comprehension of Narrative.

### 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 (Syafi'i, 2013,p.94). 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 Group Summarizing Strategy in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension of Narrative text as a dependent variable. The indicators are operationally conceptualized as follows:

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Variable X: (The use of Group Summarizing Strategy in teaching reading comprehension).

1. The researcher (the teacher) first modeled and explicitly instructed the summarizing strategy with some examples to the experimental group until she was confident that each student learned how to use it properly.
2. After explicit instruction, the teacher divided students into small group. students were asked to summarize the passages and submit their works to the teacher.
3. In the next session, based on the students' summaries and their questions and problems, the teacher prepared some comments and feedback and provided them orally to all of them. The feedback given by the teacher consisted of some examples of the strong points of the summary as well as guidelines for improving the student's summary production.
4. The students read, shared, and discussed the reading and then completed the related exercises individually, in pairs or in small groups.
5. Then the teacher gives a text and asks the students to read the text. Finally, they completed the exercises individually, in pairs or in small groups.

In the same way, The indicators of reading comprehension of narrative text are as follows:

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1. The students identify the topic of narrative text.
2. The students identify the detail information of narrative text.
3. The students identify the generic structure of narrative text.
4. The students identify the word references of narrative text.
5. The students identify the word meaning/ vocabulary of narrative text.

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

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

**2. The Hypothesis**

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

**a) The Alternative Hypothesis (Ha)**

There is a significant difference of students' reading comprehension of narrative text between those who are taught by using Group Summarizing Strategy and taught without it at state Junior High School 14 Hangtuah Pekanbaru.

**b) The null Hypothesis (Ho)**

There is no significant difference of students' reading comprehension of narrative text between those who are taught by using

Group Summarizing Strategy and taught without it at state Junior High School 14 HangtuahPekanbaru.



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  - 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.