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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is viewed as a process of decoding written symbols by reader, it includes working from smaller units (individual letters) to large ones (words, clauses and sentences) in the text. (Nunan, 1989). According to Fiprinita (2013, p.1), reading is one of the subjects to get information and knowledge about everything readers need from written form. It means that reading can increase our knowledge about something that we need and we want to know. In line with the Fiprinita's statement above, Hirai et al., (2010) said that reading is the key to opening the doors or a place to get knowledge to all the students.

Besides, Malley (1996) pointed out that once assumed to be a combination of decoding and oral language. It is now acknowledge that reading comprehension depends on knowledge about the world as well as on knowledge of language and print.

In addition, Brassell and Rasinski (2008) mentioned that reading refers to the ability to comprehend or make meaning from written text or the ability to examine and comprehend the meaning of written words.

Based on the explanation about, it is clear that the meaning of reading is the activity done by reader to get information or knowledge

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from the written form and the reader can improve their prior knowledge, enhance the knowledge while reading activities.

2. The Nature of Reading Comprehension

Comprehension is at the heart of any conventional definition of reading. Hirai et al., (2010) viewed that comprehension refers to how struggling readers “make sense” of the writer’s page in any content area. Comprehension is the ability to know or grasp ideas with the mind. Indeed, the term comprehension is derived from the Latin *Prehendere* which means “to grasp.” Again, however, these words are used to define the term comprehension itself. Besides, Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. (Brassell and Rasinski, 2008).

According to Vaughn and Thompson (2004), comprehension is the active constructing meaning from text. It involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension can’t be learned through rote instruction, but requires a series of strategies that influence understanding of text. Reading comprehension includes:

- a. Applying one’s knowledge and experiences to the text.
- b. Setting goals for reading and ensuring that they are aligned with the text.

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- c. Using strategies and skills to construct meaning during and after reading.
- d. Adapting strategies that match the reader's text and goals.
- e. Recognizing the author's purpose.
- f. Distinguishing between facts and opinions.
- g. Drawing logical conclusion.

In line with the explanation above, we know that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Anderson et al., in Klingner (2007) said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. Hirsch in Hirai et al., (2010, p.79) mentioned that:

“...Reading comprehension depends on the reader filling in the blanks and silently supplying enough of the unstated premises to make coherent sense of what is being read. Once print has been decoded into words, reading comprehension, like listening comprehension, requires the active construction of inference that are chock full of unstated premises and unexplained allusions.”

Additionally, Harris and Hodges in Brassell and Rasinski (2008) pointed out that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.

From the explanation about, it can be summarized that reading comprehension is an activity process in reading to construct the meaning

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or process of making sense of word, sentences, and connected text. If we read a book without comprehending the text, it means nothing.

3. The Components of the Reading Comprehension

According to King and Stanly (1989), reading has five components contained in reading texts, they are:

a. Finding Main Idea

Recognize of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of the paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also relative significance as expressed by the writer.

b. Finding the Detail Information

Detail information requires readers to scan specific details. The details information questions are generally prepared for students and those, which appear with WH question word. There are many types of question: reason, purpose, result, time, comparison, etc, in which the answer can be found in the text.

c. Finding the Meaning of the Vocabulary in Context

It means that the reader could develop his or her guessing ability to the word, which is not familiar to him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is

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read. The words have nearly equivalent meaning when it has or nearly the same meaning.

d. Identifying Reference

In English, as in other, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words is usually short and very frequently pronoun, such as it, she, he, they, this, etc.

e. Making Inference

Inference is a skill where the reader is also able to read between lines. There are two main attentions, draw logical inference and make accurate prediction. Prediction can be made by correctly interpreting the sings writer's given.

In addition to five general components of reading comprehension above, the researcher also adds two components of reading comprehension. Based on 2006 curriculum, the students have to be able to identify the characteristic (generic structure and language feature) of narrative text.

4. The Reading Narrative Text

Narrative text is a kind of text telling and entertaining the readers. According to Sejnost and Theise (2010), narrative text includes any type of writing that relates a series of events and includes both fiction (novels,

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short stories, poem) and nonfiction (memoirs, biographies, news stories). The narrative text form is unique, because authors relate ideas they want to express about how people behave and what they believe. Those ideas, or themes, generally relate to universal truths and make connections to the reader's experience. Besides, Klingner et al., (2007) mentioned that narrative text includes different types, or genres, that can vary somewhat from this basic story or genre.

The main purpose of the narrative text is to entertain the reading about fact or fiction story. Sejnost and Theise (2010) said that the purpose of narrative text is to entertain, to gain and hold a reader's interest. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea.

The generic structures of narrative text are as follows:

a. Orientation

It means that stage sets the scene and introduces the participants involved of the story such as characteristic, time, and place of the story.

b. Complication

It refers to the problem of the story.

c. Resolution

It refers to the problem or the complication resolved or attempted is to be clear. It means that the characters find out the problem solving.

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Furthermore, the narrative text basically has five common components. It can be seen as follows:

- a. **Characters**, means that the people or animals of a story.
- b. **Settings**, means that the setting of a story taking place.
- c. **Plot**, means that the plot of a story is the sequence of events. It takes the readers' through events building to a climax or turning point of the story.
- d. **Theme**, it means that a theme is the central idea of the story.

Furthermore, the narrative can be identified with some language features such as use action verbs, use past tense, and use of temporal conjunctions.

Based on the idea above, we can get information that reading narrative text is reading a text that tells or entertains the readers about some stories. And when we read a narrative text, we have to know about elements in the narrative text such as generic structure, setting, and so on.

5. The Students' Reading Comprehension in Narrative Text

Reading comprehension is an activity process in reading to construct the meaning or process of making sense of word, sentences, and connected text. Patel and Jain (2008) said that reading is an important activity in life with which one can update the knowledge. Reading skill is an important tool for academic success for students.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand

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how to apply them to accomplish the reading comprehension. Pertaining to the statement above, Hirai et al., (2010) viewed that comprehension refers to how struggling readers make sense of the writer's page in any content area.

Reading comprehension is more important because reading English as a foreign language will be difficult without comprehending the reading. However, the students do not know clearly which ways that can help them improve their comprehension in reading English. In fact, there are some students who still get the difficulties to comprehend the text. Teacher should help their students in comprehending text, encouraging them to build world knowledge though reading and should teach their students to use active comprehension strategies to improve the reading comprehension.

The students themselves are the readers. They will be activated to make an interaction with the text. While interacting with the text, the readers commonly use some related reading strategies. The text used in this research is narrative texts. According to Ma'sumah (2016), narrative text is to amuse, to entertain and to deal with actual or various experience in different ways. The narrative text is one of the texts taught in majority of classroom context, thus, the students are required to interact with this text genre.

In this research, the narrative texts were used as one of the genre texts taught at State Junior High School 2 Kampar Kiri. Frankly, reading

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narrative text is not really difficult when comparing with other genres. It is easy if the readers know about the narrative itself.

6. The Factors that Influence Students' Reading Comprehension of Narrative Text

As a reader, the students have the factors that influence in reading activity. It can be from their selves or another. According to Shehu (2015), there are two influential factors of students' reading comprehension, they are:

a. The Internal Factor

The internal factor is defined as the factor which comes from the reader itself. This factor is usually known as personal factor, because the factor has existed inside the reader. This factor deals mostly with self-motivation and interest.

1) Motivation

Motivation is regarded very important when analyzing a text. According to Brown (2002, p.17), the students will be motivated to read when they fell that they need something from the text. There are two kinds of motivation: internal motivation and external motivation. Internal motivation means that the readers are doing something because they want to do it or because they have made their own choice to do it. Meanwhile, the external motivation is when the other influence, such as the teachers or school requirements.

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2) Interest

Interest is being one of the important factors that influences in increasing the students' reading comprehension. If the students have interest to read, it means that they will get a good comprehension. But, if the students have no any interest to read, it can influence their comprehension.

b. The External Factor

The external factor is another factor that has a great influence on reading comprehension. It can be as follows:

1) Reading Material

The students' comprehension in reading depends on the level of the difficulty of the text. Some texts are considered to be more difficult such as texts which lack organization, have plenty of new words, scientific texts etc. thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

2) Teacher of Reading

Another thing considered of a great importance is the teacher of reading. He or she should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

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3) Questioning Strategies

Questioning strategy is very important external factor to teaching reading comprehension. Every teacher should know how to motivate students by using strategy of questioning.

Furthermore, Torgesen (2006) said that proficient comprehension of text is influenced by accurate and fluent word reading skills, oral language skill (vocabulary, linguistic comprehension), and motivation to understand and interest in task and material.

Besides, according to Tompkins (2014), there are two comprehension factors, as follows:

a. Reader

- 1) Background knowledge
- 2) Vocabulary
- 3) Fluency
- 4) Comprehension strategies
- 5) Comprehension skills
- 6) Motivation

b. Text

- 1) Genres
- 2) Text structure
- 3) Text features

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After the explanation above, it is clearly explained that the influential factors of students' reading comprehension come from internal factors and external factors. It means that many aspects that can make them comprehend the texts or not. In this study, the researcher is interested in STAD (Student Team Achievement Division) method to build up the students' motivation and interest, because it is impossible for the students to understand the text if she/he has no interest and motivation to read. So, it can be concluded that the better interest and motivation result is, the better achievement of the students will be.

7. The Nature of STAD (Student Team Achievement Division) Method

STAD (Student Team Achievement Division) is one of the cooperative learning methods that ask the students to work together. Cooperative means that work together in reaching the goal together (Hasan in Solihatin and Raharjo, 2011). According to Chaplin in Suprijono (2009), cooperative is a collection of individuals who have some characteristic in common or who are pursuing a common goal. Two or more persons who interact in any way constitute a group. It is not necessary, however, for the members of a group to interact directly or in face to face manner. And after that, Roger and David in Suprijono (2009) said that there are five models cooperative learning that have to do in cooperative learning process, as follows: positive interdependence,

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personal responsibility, face to face promotive interaction, interpersonal skill, and group processing.

Regarding with the explanation above, Slavin (2005) pointed out that Student Team Achievement Division (STAD) method is one of cooperative learning methods in which students are assigned to four member learning teams that are mixed in performance scores in the scoring system. In line with Slavin's statement, Suprijono (2009) also said that Student Team Achievement Division method refers to group discussion learning that the teacher divides the students to 4 or 5 groups and every group is heterogeneous.

According to Pedersen and Digby (1995), STAD (Students Team Achievement Division) method is share with other cooperative learning methods the idea that students work together to learn and are responsible for their own as well as others' learning. STAD is most appropriate for teaching well-defined objectives with single right answer, such as mathematics and science classroom, is also appropriate for use in English classroom. The main idea behind STAD is to motivate students to encourage and help each other master skills presented by the teacher.

Furthermore, Kagan (2009) mentioned that STAD (Students Team Achievement Division) is effective approach to mastery of basic facts and information. The use of STAD includes enduring teams and an improvement point scoring system, which provides high motivation for students across the range of ability levels.

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According to Gross in Yusuf et al., (1991), STAD is a method in the teaching learning process that is effective to increase students motivation and enthusiasm, and it can develop their responsibility in their own group. It is considered a good model because as one of cooperative learning, it can raise students' motivation in learning by exchanging and sharing information, reinforcing each other, giving feedback and having the responsibility for their tasks into group work. In line with statement above, Anita (2015) said that STAD (Student Team Achievement Division) method could help students in improving their reading ability. By sharing their problem and their knowledge to their teammates, the students are assisted in mastering and understanding the material.

Besides, Al-Munawwarah (2013) stated that the benefits of implementing STAD method in teaching reading comprehension are engaging students in reading activity, increasing students' motivation to practice actively in the activity, helping students to solve their problems in comprehending the texts, developing students' social skill, enhancing students' reading comprehension skills, and creating enjoyable atmosphere.

Based on the explanation above, it can be concluded that STAD (Student Team Achievement Division) method is one of the cooperative learning methods that is enduring teams and an improvement point scoring system, which provides high motivation for students across the range of ability levels.

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8. The Components of STAD (Students Team Achievement Division) Method

Slavin (2005, pp. 143-151) mentioned that Students Team Achievement Division (STAD) method has five major components, below:

a. Class Presentation

The teacher usually introduces the material in a class presentation and students may pay careful attention to his/her presentation, because if they understand about the material, it will help them in quizzes and their quizzes scores determine their team score.

b. Team Study

Each team is composed of four to five students from different level or performance, gender, and ethnicity. Each team must conduct group discussion, pair check, and work together until each member is sure that everyone in the team can achieve high grades for the quiz. When they have questions, they should ask their friends first before asking the teacher. This process further promotes responsibility in team work.

c. Quizzes

The aim of individual quiz is to measure the students' understanding of the lesson. Therefore, when doing quizzes, they are not allowed to help each other. The students correct their quizzes using an answer key to determine their improvement points.

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d. Individual Improvement Scores

The teacher reviews the lesson and the students continue team practice on the reviews by the teacher. The students must ensure every teammate knows the answer. In this way, they are given an opportunity on their performance goal which can be attained if they work harder on performing better than their previous performance so that any students can contribute maximum points to their team.

e. Team Recognition

The team which has the highest score will earn certificates or other rewards from the teacher based on each team's improvement score. The improvement score is collected from individual score of the group after the quizzes.

In accordance with Slavin's theory (2005), before applying STAD in a classroom, teacher should make some preparation as follows:

a. Material

STAD (Students Team Achievement Division) can be used with curriculum material specifically design for student' team learning or it can be used with material adapted from textbooks. Teacher should make a worksheet, a worksheet answer sheet and a quiz for each unit of teaching.

b. Assigning Students to Teams

STAD (Students Team Achievement Division) teams represent a cross-section. A team should consist of students from various

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performance level (high performance, average performance, and low performance), gender, and ethnicity. The teacher doesn't let students choose their own teams, because they will tend to choose others like themselves. To divide students into a team, teacher can follow:

- 1) Making copies of team summary sheets. Make one copy of team summary sheet for every four students in the class.
- 2) Ranking students. On a sheet of paper, rank the students in the class from highest to lowest in the past performance.
- 3) Deciding on the number of teams. Each team should have four members if possible.
- 4) Assigning students in a team. In assigning students to team, balance the teams in the level of high, average, and low performer.
- 5) Filling out team summary sheet. Fill in the names of the students on each team on your team summary sheet, leaving the team name space blank.

c. Determine Initial Base Score

Base score represents students' average score on the past quizzes. If teacher is starting STAD after has given three or more quizzes, use students' average quiz score as base score. Otherwise, use students' final grades from the previous year.

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d. Team Building

It is good idea to start off with one or more team building exercise just to give teams members a chance to do something fun and to get to know one another.

After explanation above, it can be concluded that before applying this method, the teacher should make some preparations in order to get succeed in the activities, like preparing the material, and assigning students to team, determine the base score and etc.

9. The Step of STAD (Students Team Achievement Division) Method

STAD (Students Team Achievement Division) consists of a regular cycle of instructional activities (Slavin, 2005, pp. 151-160) as follows:

a. Teach

Each lesson in STAD begins with a class presentation. The presentation should cover the opening, development and guided practice components of the total lesson.

b. Team Study

Students work in worksheet in their teams to master the material. During team study, team member's task is to master the material presented. In particular, before beginning team work, students discuss the following team roles:

- 1) Students have a responsibility to make sure that their teammates have learned the materials.

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- 2) No one finishes studying until all teammates have mastered the subject.
- 3) Ask all teammates for help before asking the teacher.
- 4) Teammates may talk to each other softly.

c. Test

The students do the individual quizzes.

d. Team Recognition

Team score is calculated based on progress score.

- 1) Calculate Improvement Score. Students earn points for their teams based on the degree to which their quiz scores exceed their base score.

Table 1.1
Improvement Score

Quiz Score	Improvement Point
More than 10 points below base score	5
10 – 1 points below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper (regardless of base score)	30

- 2) Recognize Team Achievement. There are three levels of appreciation in STAD. All three of them are based on team score average, such as:

Table II.1
The Appreciation Level

Criteria (Team Average)	Appreciation
15	Good Team
16	Best Team
17	Superior Team

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e. Procedure

Suprijono (2009) pointed out that STAD (Students Team Achievement Division) method has many steps or procedures as follows:

- 1) Teacher asks students to make a group, and every group consists of 4 students heterogeneous.
- 2) Teacher gives materials.
- 3) Teacher gives assignment to group which is done by every student in group.
- 4) Teacher gives quizzes to all of the students.
- 5) Evaluation.

Based on the explanation above, it is clearly explained that STAD (Student Team Achievement Division) method is one of the cooperative learning methods. In STAD, the teacher divides the students into 4 or 5 groups heterogeneous. While teaching learning process, the teacher hopes the students can be more enthusiastic and motivated to do learning. And then, the students should help their teammate in studying. But, there are some rules or components that the teacher has to know and do before applying the method.

B. The Relevant Research

To avoid the same title as others in the research, so, the researcher shows the relevant researches done by previous researchers. According to

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Syafi'i (2015), a relevant research refers to a relevant research conducted by the previous researches.

First, a research was conducted by Sari Febri Anita entitled "The Use of Student Team Achievement Division (STAD) Method in teaching Reading Descriptive Text to the Seventh Grade Students of SMPN 1 Kudu Jombang in academic year of 2015". This research was an experimental research. She summed up that STAD method was an appropriate method to teach reading descriptive text for seventh grade students. It could motivate student in learning reading descriptive text, and the students were enthusiastic to join the learning.

Second, a research was conducted by Aris Zulfa entitled "The Implementation of Student Team Achievement Division (STAD) Method to improve students' speaking skill (A Classroom Action Research) at the Second Grade Students of MAN Tengaran in the Academic Year of 2014/2015." He concluded that the significant improvement of eleventh grade students' speaking skill that used Student Team Achievement Division (STAD) method was well. The students were not only enthusiastic about teaching and learning process but also happy to follow the procedures of STAD method.

The Operational Concept

In order to clarify the theories used in this research, the researcher explains briefly about variable of this research. As mentioned by Syafi'i (2015, p.103) "an operational concept is derived from related theoretical

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concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper”. This research is experimental research which focuses on gaining the effect of Student Team Achievement Division (STAD) method on students’ reading comprehension of narrative text.

Therefore, in analyzing the problem in this research, there are two variable X and variable Y. Variable X is STAD method as independent variable. It refers to the teacher’s strategy in teaching reading. Then, variable Y is students’ reading comprehension of narrative text as dependent variable.

Variable X: STAD (Students Team Achievement Division) method

The procedures of STAD (Students Team Achievement Division) method according to Slavin (2005) are as follows:

Indicator :

1. The teacher divides students into groups, it consists of 4 or 5 students heterogeneous.
2. The teacher assigns a role for each member of the groups.
3. The teacher determines the base score of students from their last score.
4. The teacher gives and presents the material about.
5. The teacher asks the students to work into groups. .
6. The teacher gives the students an individual quiz after they understand the materials.
7. The teacher calculates the students’ score after they do each task.

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8. The teacher recognizes the achievement of the students using the team recognition forms and determines team awards based on the criteria.

Variable Y: Reading comprehension of narrative text

Based on the syllabus 2006 at eighth grade of State Junior High School 2 Kampar Kiri, the indicators of reading comprehension of narrative text can be seen below:

Indicators :

1. Students are able to identify the main idea of the narrative text.
2. Students are able to identify the detail information of the narrative text.
3. Students are able to identify the generic structure of the narrative text.
4. Students are able to identify the communicative purpose of the narrative text.
5. Students are able to identify the reference of the narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are treated with Student Team Achievement Division (STAD) method will achieve better reading comprehension than those are not treated by using Student Team Achievement Division method. The better Student Team Achievement Division method is applied, the better students' reading comprehension of narrative text will be.

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2. The Hypothesis

Hypothesis is a tentative statement made in order to draw out and test the logical or empirical consequences of the research (Nuardi, 2013, 73). It means that the researcher makes a tentative statement before he/she does the research.

H_{01} : There is no significant difference of students' reading comprehension of narrative text taught by and without using STAD (Student Team Achievement Division) method at the eighth grade of State Junior High School 2 Kampar Kiri.

H_{a1} : There is a significant difference of students' reading comprehension of narrative text taught by and without using STAD (Student Team Achievement Division) method at the eighth grade of State Junior High School 2 Kampar Kiri.

H_{02} : There is no magnitude effect of teaching English using STAD (Student Team Achievement Division) method on the students' reading comprehension of narrative text at the eighth grade of State Junior High School 2 Kampar Kiri.

H_{a2} : There is a magnitude effect of teaching English using STAD (Student Team Achievement Division) method on the students' reading comprehension of narrative text at the eighth grade of State Junior High School 2 Kampar Kiri.