CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is both process and product. It involves the interaction between the reader and the text – how the reader is deciphering the writing on the page, what the reader is thinking about while reading, and how the reader is monitoring his or her reading. (McKay, 2006, p. 224 ; Alderson, 2000). Yet, reading is not simple. Reading is an active process that requires a great deal of practice and skill. Furthermore, Chesla, (2001, p. 3) explained that to understand and remember what you read, you need to be involved with what you are reading. In other words, you need to be an active reader. People often think of reading as a passive activity. After all, you're just sitting there, looking at words on a page. But when you read, you should actually be interacting with the text. Five specific strategies will help you become an active reader:

a. Skimming ahead and jumping back

b. Highlighting or underlining key words and ideas

c. Looking up unfamiliar vocabulary words

d. Recording your questions and comments

e. Looking for clues throughout the text

Next, Alderson (2000, pp. 14-15) noted that here are two different approaches that may be taken by readers, they are:

a. Bottom-up approach, which means that where the reader begins with the printed words, regocnises graphic stimuliti, decodes them to sound, regocnises words and decodes the meanings.

b. Top-down approach, which means that emphasises the importance of these schemata, and the reader's contribution, over the incoming text.

Comprehension is important in reading, because without comprehension students will not be able to understand what they are reading. Dealing with the idea Dorn and Soffos (2005, pp. 1-7) stated that comprehension can be taught, because comprehension is a cognitive process that must move beyond teaching discrete to creating problem-solving condition that will prompt learners to process information at deeper levels. It is also a constructive process, personalized by the ideas and thoughts of individual reader. Additionally, it is such a complex process regulated by cognitive, emotional, perceptual, and social experiences. When people read, they apply arange of comprehending strategies to monitor their meaning.

Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind. Deeper comprehension requires a reader to go beyond the author's message, assimilating the text experience into his or her own background and in the process

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a. To understand the complexity of the comprehending process

b. To apply this knowledge to our work with students.

To understand how students learn to read, we must first understand how the brain processes written information. As stated by Willis (2008, p. 11) that the process of reading with comprehension appears to involve several essential and interrelated phases:

a. Information intake: focusing and attending to the pertinent environmental stimuli.

b. Fluency and vocabulary: associating the words on the page with stored knowledge to bring meaning to the text.

c. Patterning and networking: recognizing familiar patterns and encoding new information by linking it with prior knowledge.

2. **Reading Comprehension of Narrative Text**

According to Dorn and Soffos (2005, p. 18), 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 the idea, Mcquillan (2000, pp. 85-86) stated that 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 fable whereas the other does.

b. It is possible to distinguish three layers in a narrative text: the text, the story, and the fable. Each of these layers is 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 simultaneosly distinguishes it from the rest of the world and opposes it to the 'real' world.

Additionally, Barwick (1999, p. 4) states that narrative also has the structure of the story. There are five stages in narrative. They are as follows:

a. Orientation: The function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.

b. Complication: The function of complication is to revolve around the conflicts or problems that affect the setting, time or characters.

c. Series of events: This part shows the series of unexpected or expected events.

d. Resolution: This part brings the series of events to a close and revolves the main problem, challenge or situation.

e. Reorientation: This part sets the scene again and locates the characters in it.

3. **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:

a. Perceptive. It refers to letters, words, punctuation, and other graphemic symbols.

b. Selective. It refers to sentence or sentences.

c. Interactive. It refers to several paragraph which include to short narrative.

d. 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 short narrative. Task 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.

The spectrum of possibilities for objectives in the assessment of reading comprehension is macroskills. It refers to level three and four in reading comprehension. For suitable level to interactive type in reading is level three which include to this macroskills. There are seven parts of macroskills, they are:

a. Recognize rhetorical forms of written discourse and their significance for interpretation.

b. Recognize the communicative functions of written texts, according to form and purpose.

c. Infer context that is not explicit by using background knowledge.

d. From described events, ideas, etc, infer links and connections between events, deduce, causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplication.

e. Distinguish between literal and implied meanings.

f. Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata.

g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Narrative in reading text can help with skimming and scanning. It involves reading and re-reading the text, and breaking the

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more manageable bundles of information, so that he whole can be analyzed easily.

Additionally, Caldwell (2008, pp. 4-5) noted that there are four basic purposes of reading assessment. First, a teacher or coach uses the assessment process to identify the good reader behaviors a student displays. Second, a teacher or coach must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. Third, teachers and coaches need to know how to determine whether a specific book is too difficult for a student. They also need to know how to determine a student's reading level that is, the grade level at which a student can read in an acceptable fashion. Last, teachers and coaches need to document evidence of progress on the part of the student.

Even in texts that have a much more pedagogic purpose, the tendency is to look at classroom assessment in terms of traditional categories such as 'placement' (relating to establishing needs), achievement of proficiency as part of program evaluation, and progress test to inform lesson development. (Fulcher & Davidson, 2007, p. 23 ; Bailey, 1998: 39)

4. **The Nature of Circle Story Strategy**

According to Carr, et al (2004, p. 31) circle story is often used to introduce students to the elements of story structure and helps them learn to summarize or retell stories. As supported by Manzo

students' comprehension, discussion, and the writing of their own stories. It also follows a predictable pattern that students can learn to identify and duplicate.

Before the Lesson:

Draw a large circle on chart paper and divide it into as many parts as are necessary to depict the significant events in the story. You can begin with three sections for beginning, middle, and end. As students develop competency, you can add more sections to represent the number of significant events in the story. Make copies of the Circle Story template with the same format for students.
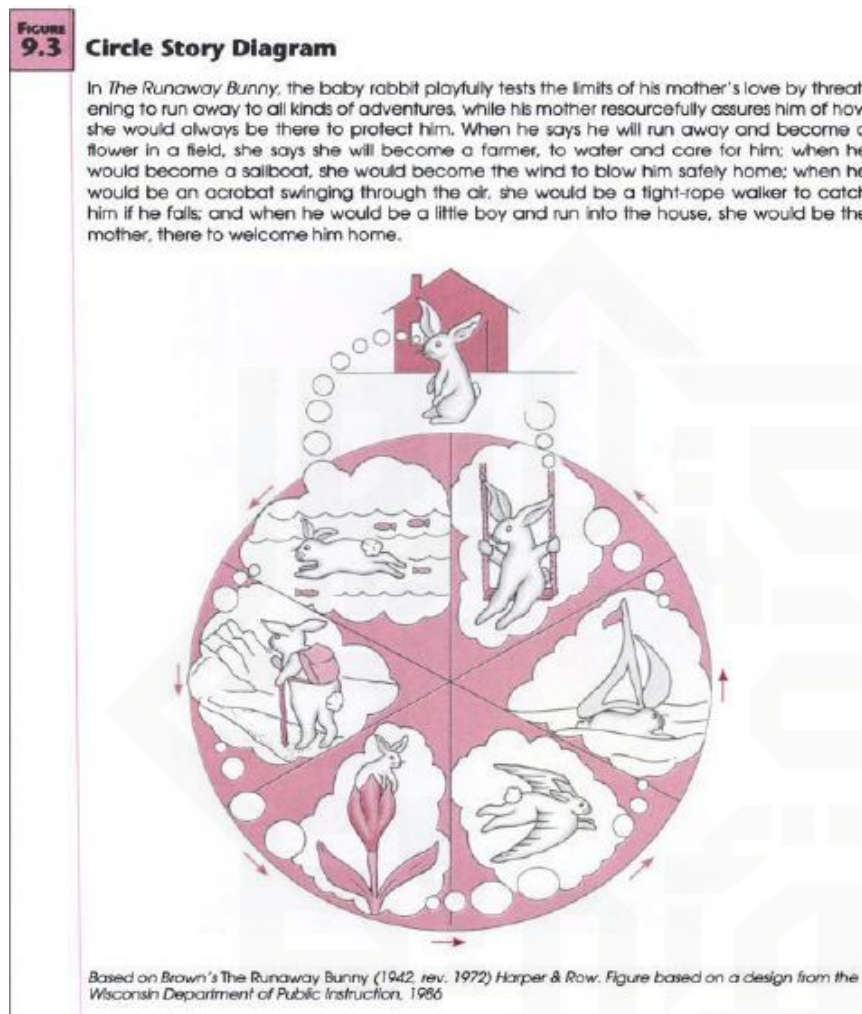
Picture 1
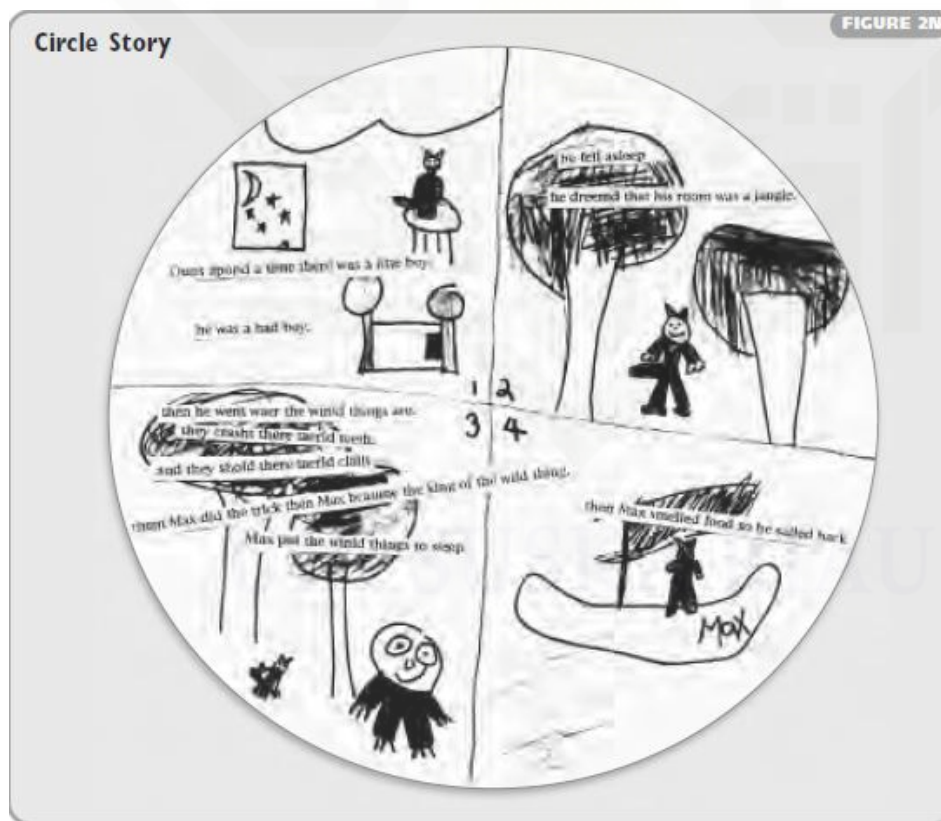
This is a Circle Story completed by a first-grade student for *Where the Wild Things Are* (Sendak, 1963). The story is about an adventure a boy imagines when he is punished and sent to his room. The student completed a summary on the computer and added it to the Circle Story.

Picture 2

FIGURE 9.3 **Circle Story Diagram**

In *The Runaway Bunny*, the baby rabbit playfully tests the limits of his mother's love by threatening to run away to all kinds of adventures, while his mother resourcefully assures him of how she would always be there to protect him. When he says he will run away and become a flower in a field, she says she will become a farmer, to water and care for him; when he would become a sailboat, she would become the wind to blow him safely home; when he would be an acrobat swinging through the air, she would be a tight-rope walker to catch him if he falls; and when he would be a little boy and run into the house, she would be the mother, there to welcome him home.

Based on Brown's The Runaway Bunny (1942, rev. 1972) Harper & Row. Figure based on a design from the Wisconsin Department of Public Instruction, 1986

Procedure:

a. Have your students read the story for enjoyment.

b. Discuss the story with your students.

c. Guide the students, either individually or in small groups, to select and sequence events in the story. Write the events in the segments of your large circle. In time you can list the main events and have the students place them in the appropriate sections in the circle. Use questions to guide students to describe the beginning (goal),

and the ending (resolution) events. These guiding questions helped students skip various story details and identify the major events in the story.

5. Teaching Reading Comprehension by Using Circle Story Strategy

Additionally, in line with Dechant's statement (2009, pp. 437-438) that it may be used to teach story structure through visual diagramming of the story. The circle diagram is particularly effective with stories that have a main character beginning at one location, and after a series of adventures, have the character return to the starting point to live happily ever after. It also helps them become familiar with the formal elements of the story structure. Both a content and a structure and both of these enter into the comprehension process. The structure of stories is known as story grammar. The plot or episode thus is the overall plan for the story and includes:

a. The initiating event or the beginning of the episode;

b. The problem or event itself;

c. The inner response-the main character's emotional reaction that causes him or her to initiate action and that sets up a goal;

d. The action-the effort or the plan to achieve the goal;

e. The outcome of the action or the consequence that gives the result of the attempt; and

f. The ending or reaction to the earlier action that is the concluding response to the situation (the main character's feelings about his

goal attainment). The theme is the main idea that the writer wishes to convey.

6. Advantages and Disadvantages of Doing Circle Story Strategy

Circle Story strategy is not a perfect strategy, of course it has some advantages and disadvantages. For the advantages, this strategy is suitable to improve students' reading comprehension especially in narrative text. It not only consists of circle picture of story, but also a text of the story that supports the circle picture. The text and the circle picture must be secuentially. It will help them to analyze, identify, and to comprehend the event of the story by using the circle picture itself.

In line with Dechant's statement (2009, pp. 437-438) that this strategy can help students become familiar with the formal elements of the story structure. The circle picture also can reside in the mind of the reader and consists of a labeled slot for each story component, such as setting or plot. As a person reads each component of the story, she or he fills in the picture slot for that component with the content of the story she or he is reading. Readers use the circle picture in comprehending and later in recalling the story. From that recalling, they can summarize or retell the story by their own word.

Meanwhile, there is only a disadvantage of using this strategy. It will make students lazy to read the text of the story. Because it consists of circle picture, they prefer the circle picture to reading a

Tembilahan had low interest in reading an English text. Yet, a comprehension will not be perfect without reading a text of the story. They will get confused if they only look at the circle picture. A confusion will force them to read a text of the story. So, the advantages and disadvantage in a strategy are normal. A thing that the teacher has to do is just control the students during they perform the procedures of the strategy that the teacher has given. Do not let them do something wrong. Make sure they do a great job in applying the strategy itself.

B. Relevant Research

The following researchers that are relevant to this research project:

1. Dwi Kartini Ningsih (2015) conducted a research entitled "The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text Toward the Students' Reading Comprehension at the Eight Grade of SMPN 1 Sumbergempol Tulungagung". In her Research, the researcher used the experimental research which means experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The problems of her research were many students were difficult to comprehend English text. Based on the researcher's experience in practicing of teaching, students were not

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question provided in the book. There was no strategy in teaching learning English.

From the data analysis, it can be seen that the result of this research showed that there was the improvement of students' score in pretest and posttest from both groups. This may be caused by fact that the narrative text has not been taught yet in the both groups. So, when students were taught narrative text by any teaching strategy or method they got the improvement although the improvement for experimental group was higher than the control group. It can be predicted that the improvement may be bigger than in the experimental group if the students in experimental group pay more attention in the classroom during the teaching and learning process. It should be noted that during in conducting this research, the students in experimental group were noisier than control group.

2. Bayyini Rosyada Elka (2015) conducted a research entitled "The Effect of Using Picture Series on Students' Reading Comprehension of Narrative Text at the Second Year Students of Islamic School Al-Falah Villa Mutiara-Ciputat)". In her research, she also used an experimental reasearch because the researcher had formed or selected a group, decided what changes occured in each group, tried to control all relevant factors in addition to the changes she/he introduced, and observed or measured the effect of the group at the end of the study. The research design was Quasi-experimental study. The problem of

could not answer the text because they did not understand and were lazy to read the text that they felt difficult to understand. Moreover, they found unfamiliar vocabularies.

From the data analysis, it can be concluded it was proved that the students' score of reading taught using picture series was better and it was effective to the students and made sense for each student. Another reason based on the students' responses was because most of students found that using picture series was enjoyable and fun.

The strategies of the researchers above are Story Pyramid and Picture Series which mean that both strategies are about story that include picture to support the text given and structure of the story: orientation, conclusion, and resolution in order to help student to summarize and retel about the story by analyzing and identifying the text. It can be concluded that those strategies above refer to the researcher's strategy that is Circle Story Strategy which has the same definition and purposes.

C. Operational Concept

1. The Indicator of Variable X

The procedures of Circle Story strategy implemented in teaching reading comprehension are as follows (Carr, et al, 2004, p. 31):

Before lesson, teacher draws a large circle on chart paper and divides it into as many parts as are necessary to depict the significant events

resolution. As students develop competency, you can add more sections to represent the number of significant events in the story. Make copies of the Circle Story template with the same format for students.

a. Have the students read the story for enjoyment.

b. Discuss the story with the students.

c. Guide the students, either individually or in small groups, to select and sequence events in the story. Write the events in the segments of you large circle. In time you can list the main events and have the students place them in the appropriate sections in the circle. Use questions to guide students to describe the beginning (goal), the middle (problem), and the ending (resolution) events. These guiding questions helped students skip various story details and identify the major events in the story.

2. The Indicator of Variable Y

According to Klingner, Janette K, et al (2007, p. 77) the indicators of variable Y (narrative text) are as follows:

a. The students are able to find out the main idea of narrative text.

b. The students are able to find out the supporting idea of narrative text.

c. The students are able to identify the generic structures of narrative text.

D. The Assumption and Hypothesis

1. The Assumption

a. The students' reading comprehension of narrative text taught by using Circle Story strategy is various.

b. The students' reading comprehension of narrative text taught without using Circle Story strategy is various.

c. The better implementation of using Circle Story strategy the better students' reading comprehension of narrative text will be.

2. The Hypothesis

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

a. The Null Hypothesis (H_0)

$H_0(1)$: There is no significant difference of students' reading comprehension before being taught by using Circle Story strategy and without using Circle Story strategy between control and experimental classes.

$H_0(2)$: There is no significant difference of students' reading comprehension after being taught using Circle Story strategy and non using Circle Story strategy between control and experimental classes.

$H_0(3)$: There is no significant effect in mean score of pre-test and post-test in experimental class of using Circle Story strategy on students' reading comprehension of

tive text at the second year of Senior High School PGRI Tembilahan.

b.   The Alternative Hypothesis (H)

H (1)   :   There is a significant difference of students' reading comprehension before being taught by using Circle Story strategy and without using Circle Story strategy between control and experimental classes.

H (2)   :   There is a significant difference of students' reading comprehension after being taught by using Circle Story strategy and without using Circle Story strategy between control and experimental classes.

H (3)   :   There is any significant effect in mean score of pre-test and post-test in experimental class of using Circle Story   strategy on students' reading comprehension of narrative text at the second year of Senior High School PGRI Tembilahan.

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