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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. The Nature of Reading

According AD-Heisat (2009:1), reading is essential to students' academic achievement and involves a complicated process. Reading is an activity which involves thought and texts a purpose. Someone may read for many reasons. He or she may read in order to gain more knowledge and information, to critique a writer's ideas or to get pleasure. However, reading needs to be improved constantly through practice with different types well. Readers who have good reading skills will have better understanding than those who have less reading skills. In addition reading is a dynamic process in which the reader works actively to construct meaning from the material (Barton in Bell, 2005:1). Students need to have the abilities to adjust their reading to fit the type of material being presented. Effective readers are involved in the process of reading, actively looking for meaning.

According to Nunan (2003:68), reading is a fluent process of readers, combining information from a text and their own background knowledge to build meaning. In reading the text, we read the text from word by word, sentence by sentence, and paragraph by paragraph to get the meaning of the text.

Moreover, Grellet (1986 : 4) has stated that, there are four main ways of reading, they are:

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1. Skimming

   Skimming is reading quickly over a text to get the gist of the idea.

2. Scanning

   Scanning is reading quickly through a text to find a particular piece of information

3. Extensive Reading

   Extensive reading is a reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading

   Intensive reading is reading shorter texts to extract specific information. This is more an accurate activity involving reading for detail.

Based on the definition above, it can be inferred that reading is an interactive process that goes on between the reader and the text, a reader uses his knowledge, skills, and strategies to understand what the text talks about. It means that the reader tries to recognize the words. He or she meets in print and find the meaning of the written text. So, the reading brings a maximum of understanding of the author's message.

II.1.1. Reading Activities

Reading is a thinking process. Effective readers know that when they read, what they read 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 (such as rereading or asking questions) that will

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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.

Brown, cohen & O'Day 1991: 7-18 in Brown, H douglas: 2001, they state There are three phases involved in effective reading that can help reader in reading activity, there are as follows:

a) Before reading

- Anticipating the topic
- Use prior knowledge to think about the topic.
- Make predictions about the probable meaning of the text.

b) During reading

- Read the article quickly to discover main points and general organization

Entire article more carefully or focus in on a particular section to pick up the specific detail of the main point.

c) After reading

- Identifying the main idea.
- Guessing vocabulary from context.
- Understanding the Author's plan.

Students can be taught to be strategic and effective readers. Struggling readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is taught. Direct teaching, thinking aloud, modeling, discussion, and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts.

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II.1.2.The Purpose of Reading

Grabe in Ahmad AD-Heisat (2009:3) has stated that effective reading is purposeful, rapid, flexible, gradually developing and for comprehending. Reading is also described as a complex process of making meaning from a text, for a variety of purposes and in a wide range of contexts from other expert (Allen and Bruton in Ahmad AD-Heisat, (2009:3). Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategy to help them understand a written text (Pang et. al in Ahmad AD-Heisat (2009:3).

The aim of teaching and reading is to make students becomes an effective and efficient reader. Reading is very important, as it is a means of seeking knowledge. Reading is one of the four language skills. Edge(1993:105) states that reading as one of the receptive skill in written communication. Reading is an interactive process between what a reader has already known about the topic or subject and what the writer writes (Nunan, 1991:30).

According to Woolley (2011:15), he states that the goal of reading is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Every activity done by someone has a certain purpose. Reading also contains aims. Generally, the purpose of reading is classified into:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure or for interest

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4. Reading to compare the information with the reader's own knowledge
5. Reading is as social control

Reading is not a passive skill. Reading is an incredibly active occupation. To do reading successfully, we have to understand what the words mean, understand the argument (Harmer, 2001:70). Reading must be about thinking and constructingmeaning. It's much more than pronouncing words. Researchers todaydefine reading as a complex, recursive thinking process. Therefore, we should comprehend the text as the center of reading. Reading comprehensionis the process of constructing meaning by coordinating a number of complexprocessesthat include word reading, word and world knowledge, and fluency.

According to Burnes(1991:45), reading comprehends written discourse. It is an interactive process, a process in which the reader engages in an exchange of ideas with author via text. In this context, readers' understanding of a text is kind of exchange ideas with the author. When a reader reads a text, an understanding of the text is created in the reader's mind. The process of constructing a situation model is called"comprehension process".

In reading, thinking, imaginative and transactive are processes to make the reader will comprehend the text. Readers understood about the text through motivation to think, imagine, and the reader's background.

The component of reading according to King and Stanley (2004) are as follows:

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1. Finding factual information.

   Factual information requires students to scan specific detail of the text. The types of question can be about reason, purposes, result, comparison, means, identify, times and amount in with most of the answers can be found in the text.

2. Finding main idea

   The main idea is the main topic that is being discussed in a paragraph. Finding the main idea is not always in the first sentence, it can be the middle or in the last sentence of the paragraph. Main idea will help students guess what the paragraph is about.

3. Guessing vocabulary in context

   It means the students could develop his/her by relating the meaning of the unfamiliar words in that is read.

4. Reference

   Reference words are repeating the same words or phrase several times, after it has been used, students can usually refer to *it* rather than repeat it. Reference words will help students to understand the reading text, reference words usually short and very frequently pronouns, such as *she, he, it, they, him/her,* and many others.

5. Inference

   Understanding is the most important in reading comprehension whether is explicit or implicit messages from the text. Therefore, the students

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are expected to make accurate prediction can be made by correctly interpreting the indicators a writer's gives.

According William (1982: 36), to help the learner withreading activities, three phases involve in reading, they are as follows:

1. **Pre-Reading**

   It is the first phaseof reading activity which the activities are:

   1. To introduce and arouse interest in the topic

   2.To motivate learners by giving a reason for reading

   3.To provide some language preparations for the text.

Of course, not all of the aims are relevant for all text. In some cases the language might already have been introduced, or they many be no particular language problems. In any case, language preparation does not mean that the teacher should explain every possible unknown word and structure in the text, but that should ensure the learners are able to tackle the text tasks without being frustrated by the language difficulties (William, 1982:37).

2. **While-Reading Activity**

This phase draws on the text, rather than the learner's ideas previous to reading. The aims of this phase are:

1. To help the understanding of the writer's purpose
2. To help the understanding of the text structure
3. To clarify the textual context.

As a rule, while reading work should begin with general or global understanding of the text, and then move seller units such as paragraphs, sentence,

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and word. The reason for this is the larger units provide a context for understanding the smaller units a paragraph or sentence, for example may help the reader to understand the word(william, 1982:31).

3. Post-Reading Activity

This phase is the last activity for reading class which the aims are as follows:

1. To consolidate reflect upon with what has been read
2. To create the text to the learner's own language, interest or view.

According to William(1982:38), post reading activity the work does not refer directly to the text, but grows up on it. Post reading may also include any reaction to the text and to the while-reading work.

The most natural post reading activities should ask the students to complete the story in real life, subsequent newspaper reports would certainly follow up the story. So the aim of post reading is intended to help the students consolidate or reflect upon what has been read

II.2. Reading comprehension

II.2.1. Definition of Reading Comprehension

Reading comprehension is dependent on three factors. The firstfactor is that the reader has command of the linguistic structures of thetext. The second factor is that the reader is able to exercise metacognitivecontrol over the content being read. This means that the reader isable to monitor and reflect on his or her own level of understandingwhile reading the material. The third and most important

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criterion influencingcomprehension is that the reader has adequate background in thecontent and vocabulary will be presented.

According to Torgesen in Westwood (2001 :10), reading comprehension is thus a cognitive, motivational and affective activity. According to Hoffman& McCarthey in Westwood (2001:11) says that Effective comprehension requires that the reader maintain the meaning throughout the reading of the text. If meaning is lost the reader should be aware of this fact immediately and take necessary compensatory action. Strategic readers use metacognition to monitor their own level of understanding as they read. Often they will modify their approach to the text in the light of their own self-monitoring.

In addition, Woolley(2011:15) states that Reading comprehension is the process of making meaning from text. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of readers-related, text-related, and situational factors (De Corte et al. 2001 in woolley (2011). Based on the explanation about the research conclude that reading comprehension is the process understanding about the text.

Then, Brown (2001 ; 307) states there are two skill categories of reading comprehension. They are as follows:

a. The micro skill of Reading Comprehension

   The Micro skill refers to producing the smaller chunks of language, such as;

   a) Discriminate among the distinctive graphemes and orthographic patterns of English

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b) Retain chunks of the language of different lengths in short-term memory
c) Process writing at an efficient rate of suit the purpose
d) Recognize a core of words, and interpret order patterns and their significant
e) Recognize grammatical word classes (noun, verbs, etc.)
f) Recognize that a particular meaning may be expressed in different grammatical forms
g) Recognize cohesive devices in written discourse and their significance for interpretation

b. The macro skill of Reading Comprehension

The macro skill implies the reader focuses on the larger elements like'

a) To obtain information for some purpose or because we are curious about some topic
b) To obtain instruction on how to perform some task for our work or daily life
c) To keep in touch with friend by correspondence or to understand business letter

In other hand, the reading comprehension is easy to get or to achieve if the reader can apply these processes. Because, macro skill is about getting general information from the text, getting specific information from a text, and pleasure or for interest. Skilled readers may employ one type of processes more than the other when the situation allows them to do this without affecting their comprehension.

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Less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. So, some of the students have the idea or knowledge where it is not appropriate to comprehend the reading text, so that they fail in comprehending the reading text. Then, teaching reading comprehension is a complex activity to make the students comprehend and deepen understanding of what they read in the text, where the teacher has the important role in order to help students to be a good reader.

II.2.2. Dificulties in Reading Comprehension

There may be a multiplicity of factors that contribute to reading difficulties for many students with special needs and the underlying causes of their reading problems may be largely unknown (Lewis and Doorlag 1999 in Woolley: 2011). Childrens' attitudes to reading have a considerable bearing on their persistence and success in reading (Ashton-Warner 1963; Collins and Matthey 2001; Chapman and Tunmer 1997).

A genetic link has been suggested as one possible cause for the reading problems of some children (Bender 2008). For example, studies have shown that when reading problems exist in one identical twin those problems are more likely to exist in both identical twins in contrast to fraternal twins where the reading problem may only

be evident in one of the siblings. Thus, indicating a possible genetic root cause of many reading problems (Wood and Grigorenko 2001).

Many students identified as having a reading or learning difficulties often have associated cognitive difficulties (Baker et al. 2000; de Lemos 2004).

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Variability in reading comprehension may, in some cases, be related to differences in student's cognitive and memory processing abilities (Guthrie et al. 1995; Kirby 1991; Paris and Winograd 1990; Schunk 2004). The etiology of these cognitive difficulties may have biological or environmental beginnings and may translate into visual, phonological, language, and/or memory deficits. At the cognitive level, many pre-requisite skills are also likely to be influenced by environmental factors example, because of parental, teaching learning process at school, do not has the opportunity. The learning environment is a significant aspect that influences the reader's emotional reactions and self-beliefs related to reading achievement

Text difficulty for an individual is influenced by other factors within the reader such as: the reading skill level, age, gender, interests, background knowledge (Brown and Cambourne 1987). The difficulties because of their behavior.

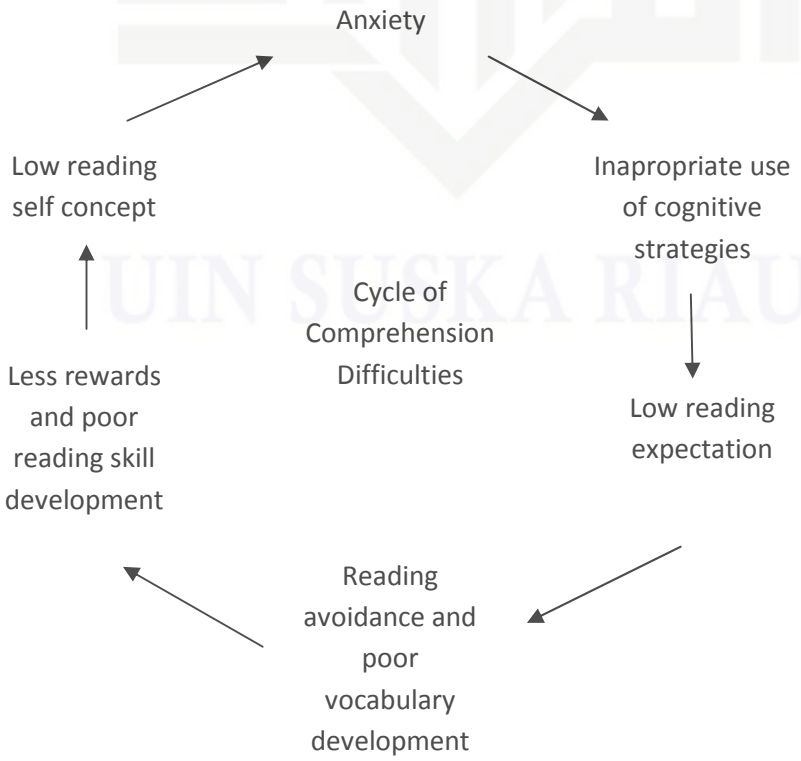

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Fig. 2.1 the cyle of reading comprehension difficulties

Figure 2 above shows the complex nature of the reading difficulties and how this relates to reading progress. A child who has a reading difficulty may be unsure of his/her reading ability and may have anxiety related to reading tasks. This may contribute to the inappropriate use of strategies that are used during reading. Less reading and poor skill development generally lead to having less rewards and lower reading achievement. Then In contrast, the effect of reading volume on vocabulary growth, combined with the large differences in reading skill, creates a cumulative advantage for those children who are successful readers (Brand-Gruwel et al. 1998; Stanovich 1986). This exposure to a greater volume of print facilitates their ability to decode. Next the Reading and classroom instruction needs to be seen as both cognitive and as social, behavioral activities (Paris and Oka 1986a; Pressley 2002). Next, some reading strategies focus more on students' own thinking processes and own knowledge of what is involved in performing a set task (Johns et al. 1994). There is strong evidence to suggest that most early reading difficulties may be the result of experiential and instructional factors (Vellutino et al. 2004). Thus, a critical issue for the learner relates to the quality of instruction and the level of support provided in the classroom (Harris and Pressley 1991).

So, reading comprehension difficulties are often seen as a complex combination of related problems. These problems are often interconnected and difficult to isolate. However, it is asserted that the right kind of support can

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remediate many of these difficulties and initiate an upward spiral of achievement. Many of these issues will be explored in much more depth.

II.2.3. Factors Influencing Comprehension

According to Brown (2003:185), the assessment of reading ability does not end with the measurements of the comprehension, strategic pathways to full understanding are important factors to include assessing learner. An inability to comprehend may thus be traced to a need enhance strategies for achieving ultimate comprehension. On the other hand, the strategies are one of important factors that influence when comprehending.

Students with reading difficulties often have negative affective and motivational variables that impact upon the reading process (Hareli and Weiner 2002 in woolley 2011). If readers are involved in the selection of texts and focus on their reading tasks, their approach to reading should be free from extraneous and competing distractions. Such focused attention usually results in deeper comprehension of the reading material (Rozendaal et al. 2005; Tunmer et al. 2002). In addition, when a book or story interests the reader an emotional response is often the result (Cole 2002/2003; Dipardo and Schnack 2004). This emotional reaction will also contribute to improved attitudes, engagement and enjoyment with reading. However, it should be noted that for a text to be motivating and involving, it is desirable that it should not be too difficult or too easy while at the same time providing choice related to the interests of the reader (Clay 1993; Deci 1992; Fountas and Pinnell 1996; Holdaway 1980).

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Based on the explanation above, researcher got conclusion that motivational is contribute in students reading comprehension, when the students did not have a good motivation in reading a text so their will not focus when reading a text, when their do not focus so their will not be comprehending a text.

II.3. The Nature of Narrative text

English is one of the international languages in the world. English is the important language that should be mastered. In globalization era, English plays a prominent role in many sectors, such as:education, economics, politics, science, and technology.

Based on the 2006 junior high school curriculum, English is learnt by the students at every level. After learning, the students are supposed to be able to master skills, there are four language skills, they are: listening, reading, speaking, and writing.

From the statement above, the governmentaffords to develop the curriculum. Namely: curriculum 2006 or KTSP. The teacher use curriculum 2006 or KTSP as a guide. The English curriculum had been revised several times. This change reflects the effort Indonesiangovernment to improve the quality of education in our country.

Besides, the students have to master language component, according to KTSP curriculum 2006 for high school, the standard competence of learning English skill refers to the students' ability to express the meaning in monolog text or essay which use various reading language accurately, fluently and contextually in the

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text form; recount,narrative,descriptive, and procedure. However, in this research, the writer only focuses on Narrative text.

Curriculum 2004 as cited in karolina (2006:25) states that narrative text is the text that tells about the fiction or nonfiction story, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways.

Narrative text is the telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from the exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

According Bell, Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefers showing to telling and that the power of narrative. The reader will feel as he shows by himself what happen in the text. Narrative is a text focusing specific participants, which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.

Narrative text consists of the following structures:

1. Orientation : Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution : Showing the way of participant to solve the crises, better or worse

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According to Sharon, Narrative text tells a story with a beginning, middle and end by using the elements of setting, characterization, plot and theme. By using narrative text in the classroom, teachers can design lessons for students to apply higher-level thinking skills. Students can read age-appropriate literature and learn to infer meaning that is not explicitly stated and predict outcomes based on information.

McWorther(1992:270) states that a short story is a creative or imaginative work describing a series of related events for the purpose of communicating a message. Its basic elements include:

1. Setting

   The setting of a narrative text enhances the other aspects of the story. Setting tells where and when the story takes place.

2. Analyzing Characters

   Characters are the actors in a narrative story. In stories, there are many details that give clues to the personality, socioeconomic standing and emotional state of the character. Teachers instruct students to look at words and images describing the character's clothing and facial expressions. Students examine what the character says and how he reacts to others to draw conclusions. The character's actions while solving problems in the story are powerful clues about his personality.

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3. Plot

The plot is the basic storyline, which consists of the actions through which the word meaning is expressed, students can learn how to predict outcomes that make sense according to what has already happened. They learn how an author uses exposition to set the stage for plot developments and builds excitement with rising action until the climax or high point forces a plot resolution.

4. Identifying the Theme

The theme of the story is the main point or message the story conveys through all of its elements. After learning about the setting, characters and plot, students generally are led in a discussion about the underlying message of the theme. There are themes that recur in literature, like a loss of innocence, which is often called a coming-of-age story. Another popular theme is the capriciousness of fate, it is a reversal-of-fortune story with a happy ending. To extend the lessons of narrative text, teachers can ask their students how the story might give people hope and inspiration in their lives.

5. Point of view

The point of view refers to the way the story is presented or from whose perspective or mind the story is told. Often the author of a story is not the narrator. The story may be told from the perspective of one of the

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characters or by a narrator wo is not one of the characters. In some stories, a narrator may be naive or innocent, unable to understand the actions or implications of the events in the story.

6. Tone

The tone of a story suggests the authors' attitude. Tone in a story suggests feelings. Many ingredients contribute to tone, including the author's choice of details, characters, events and situations. The tone of a story may be amused, angry and contemptuous. Instead, it is through the characters' actions and the narrator's description of them that we infer tone.

II.4. The Nature of Vocabulary

II.4.1. Definition of Vocabulary

Vocabulary is one of the language aspect which should be learn by the students. Lehr, Osborn, & Hiebert (2004) stated that vocabulary refers to the words we use to communicate in oral language and print. Receptive vocabulary refers to the words we understand through reading and listening. Productivevocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.

According to Kamil and Heibert (2005), vocabulary can be generically defined as knowledge of words or word meaning. They stated that vocabulary learning is the basis of language and without vocabulary cannot learn any language because it is the knowledge of words. Vocabulary is one of the

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important elements in teaching English. This statement is supported by Hatch and Brown(1995), they said “vocabulary is the foundation to build languages, which plays a fundamental role in communication.” It means that vocabulary is the first priority in learning English.

There are some types of vocabulary in English. Fries (1974:45) classify English words into four groups, namely:

a. Content words

   Content words represent the name of objects or things that are the concrete nouns (dog, motorcycle, and box) action down by with those things, that is: verb (drive, hit, push), the qualities of these things that is an adjective(charming, beautiful, heavy, tall), and the indication such meanings as frequency, degree, manner and place, that is adverbs (carefully, here, now).

b. Function words are those words, which are used as a means of expressing the relation of grammar/structure. Such as a conjunction(and, however, but), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words

   Function words are those which represent individual things or specific action as substitutes for whole from classes of words, that is, indefinitely(anybody, anyone, somebody, and everybody).

d. Distributed words

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Distributed words, those are distributed duringuse, according to grammatical matter as the presence or absence of negative, such as, any, either, and neither.

Based on the theories above, it can be concluded that vocabulary is a set of words that is used to make communication among people that contain useful ideas, information, and meaning. Without mastering a large number of vocabularies, it is difficult for a learner to study and use the language. It means that learning vocabulary plays an important contribution, especially in reading. The more words, people learn, the more ideas they have. Therefore, people can communicate with others effectively. And if the students know a lot of vocabulary, they may able to comprehend the text easily. In this research, the researcher used the content words (nouns, pronoun, adjective, verbs,adverb, preposition, conjunction, interjection)

Vocabulary mastery has always been an essential part of English as a foreign language. There is no doubt that vocabulary mastery is the basic in learning English. Gagne, Briggs, and Wager (1992) stated that the word mastery can be defined as a test assessing performance on an objective.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary mastery refers to the great knowledge of the words of the gaining of the great skills in vocabulary. Caroline (2005: 121), argues that

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vocabulary is not only a noun, but also verbs, adjectives, adverbs and prepositions. Mastery learning more fully reflects a communication oriented approach to guidance in which direction aims on the personal student. It means to master any studies, between the teachers and the learners have to connect each other with a phenomenological guideline.

According to Achmad, (2013:80) in a journal entitled “Developing English Vocabulary Mastery through Meaningful Learning Approach”, the English vocabulary is very important. It includes in the core competence in learning English. The vocabulary mastery refers to the knowledge of meaning, function, word formation, acquisition and the use of vocabularies themselves in the larger context.

Then, as explained above, Ur (1991: 60 – 62) stated that there are some aspects that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary. They are namely; 1) Form (pronunciation and spelling), 2) Grammar, 3) Collocation, 4) Aspect of meaning, 5) Meaning relationship), 6) Word formation.

While, Graves in Pamale (2004:365) suggests that there are six stages in vocabulary mastery, they are:

1. Learning to read known words
2. Learning the meanings of known words
3. Learning new words that represent known concepts
4. Classifying and enriching the meaning of known words
5. Moving words from the receptive to the expensive vocabulary.

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There are some techniques to master vocabulary (Grains and Redman, 1986) suggested the following types of vocabulary techniques:

a) Using dictionary is a technique of finding out meaning of familiar words and expression. We can use variety of dictionaries; bilingual, monolingual, thesaurus, one.
b) Visual technique. These pertain the visual memory, which is considered helpful with vocabulary retention. Visual techniques show them well to present concrete items of vocabulary.
c) Verbal explanation. This pertains to the use of illustrative situation, synonym, opposite, scales, definition, and categories.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. So, in mastering vocabulary, the learners should master in some aspects, they are spelling, pronunciation, function, meaning, word formation, synonym, antonym, suffix and prefix.

II.4.2. Relationship Reading and Vocabulary

When considering vocabulary knowledge and comprehension, the cognitive theory suggests that readers construct meaning through written language. Two of the prominent figures in cognitive psychology are Jean Piaget (1896 – 1980) and Lev Vygotsky (1896 – 1934) Cognitive theory focuses on the study of how people think, understand, and know. Knowledge and prior knowledge became the focal point when trying to understand the interaction between reader and text (Fresch,

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2007). The cognitive theory places emphasis on learning how people comprehend and represent the outside world within themselves and how our ways of thinking about the world influence our learning. From a cognitive learning perspective, learning involves the transformation of information in the environment into knowledge that is stored in the mind. Learning occurs when new knowledge is acquired or existing knowledge is modified by experience. Prior knowledge or background knowledge was shown to affect the comprehension, interpretation, and recall of written and oral texts (Alvermann, Smith, & Readence, 1985). Vocabulary knowledge in foreign language learning has effects on EFL students' reading and motivation to recognize a written language (Alderson, 2000).

National Institute of Child Health and Human Development(2000) states that in reading, vocabulary knowledge is essential to comprehending text. In addition, Hirsch (2003) explains that when students not understand at least 90% of the word in a text, they do not adequately understand what they read. Vocabulary is an important aspect to be mastered by the students in learning reading. It is very useful to make students are able to construct the sentences, expressing their ideas, and thinking. Besides that, According to Nation (1990) vocabulary is clearly an important skill in reading. The students have to master vocabulary because vocabulary is an important aspect that makes them successful in reading.

Effective reading requires two types of vocabulary, word recognition, vocabularyand word meaning (Chall: 1983, as cited in Blachowicz, Fisher, & Watts-Taffe : 2005). Word recognition is the readers' abilityto pronounce or figure out the word by using word attack strategies. Word meaning refers to words

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students know or can define. Though we recognize the importance of both word recognition and word meaning, the emphasis of this book will be on word meaning. Students' vocabulary increases when they are exposed to new words through various language experiences, such as reading aloud, independent reading, and oral discussions (Graves, 2006).

Cunningham and Stanovich (2001) stated the volume of reading greatly affects students' vocabulary knowledge, students who can read with easy tend to read more difficult material and are thus exposed to a greater number of words. When students are exposed to these rare words, they acquire the vocabulary to support their reading of increasingly complex text they encounter they progress through school. Vocabulary is touted as one of the oldest areas in literacy research and investigators stated that improvement in reading comprehension can also result in the improvement of vocabulary knowledge (Biemiller, 2004). According to Plinscar and Brown (1985), vocabulary and reading comprehension are significantly related.

Clearly, vocabulary and reading comprehension are closely connected skills. Each skill is imperative to reading achievement, yet one relies heavily on the other. This intricate relationship has been documented by many researchers. "Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings, making up as much as 70-80% of comprehension" (Bromley, 2002, p. 528). Harmon (2002) notes, "Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies".

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II.5. Save the Last Word For Me Strategy

The aim of teaching and reading is to make students become an effective and efficient reader. In order to achieve it, the teacher needs to use comprehension strategy lesson. There are many teaching models and strategies can be used in teaching reading comprehension such as Save the Last Word for Me strategy, Sequencing strategy, SCROL strategy, Questioning strategy, KWLH strategy, Collaborative strategy and many others. Council(2001:57) state that strategies are a means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose. It is a teacher job to choose and use effective model or strategy for the classroom. A good model gives a teacher for making decision about which strategies to use, select reading material, which procedures will provide for the students to learn, and also make the teacher and students are able to achieve the goal in teaching and learning process.

Strategies arewhat we provide to the learner, helping him organize and make meaningas he is reading. Marie Clay (1991) states that a strategy is an operationthat allows thelearner to use, apply, transform, relate, interpret, reproduce,and reform information for communication.

According to Nunan(2003: 76), strategies are the tools for active, self directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that

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learners actively use. Garner in Ahmad AD-Heisat (2009:3) defines reading strategies as an action or series of actions employed in order to construct meaning. And Oxford and Crookall in Ahmad AD-Heisat (2009:3) define strategies as learning techniques, behaviors, problem-solving or study skill which makes learning more effective and efficient. In the reading process, readers use reading strategies, linguistic knowledge along with their background knowledge about the text's topic and structure to achieve their purpose for reading (Peregoy and Boyle in Ahmad AD-Heisat, (2009:3). Strategies arewhat we provide to the learner, helping him organize and make meaningas he is reading. Marie Clay (1991) states that a strategy is an operationthat allows thelearner to use, apply, transform, relate, interpret, reproduce,and reform information for communication.

Strategies are "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use" (Oxford, 1996). This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom (Anderson, 1991; Chamot and O'Malley, 1994). It is mean that when students read, they can use reading strategies such as Save the Last Word For Me strategy.

According to Vaughan, J. & Estes, T. (1986) Save the Last Word for Me is an excellent strategy to use with material that may elicit differing opinions or multiple interpretations. Save the Last Word for Me Strategy is designed to

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enhancestudents' understanding of text material, as well as to foster group interaction and problem solving, then this strategy can provide a scaffold for challenging material, as well as encouraging purposeful note-taking, This strategy can be easily modified for a variety of content areas (Rasinski & Padak, 2000 in Bruner2011:85). Furthermore, save the last word for me strategy, according to Crawford et.al (2005:99) provides a framework for class discussion of a text" this strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussions.Type of text can use in this strategy are fiction, nonfiction, expository, or narrative text. The level of Bloom's taxonomy this strategy is remembering, understand, apply, analyze and evaluate.

Save the Last Word for Me provides students with the opportunity to interpret text within a collaborative context. Students select a sentence from the book they are reading, write it down, and provide a written response to their selected text. During the small-group discussion of the text, students listen as their classmates respond to their selected text. The student who selects the text for others to respond to is given the chance to have the last word by sharing his/her response with the group members (Short, Harste, & Burke, 1996).

II.6. The Relationship Between Save the Last Word For Me Strategy and Reading Comprehension

This strategy was used to engage students in active during reading and to stimulate discussion and processing after reading. The purpose of this strategy is

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to use discussions around text to promote reading comprehension skills. Save the Last Word for Me offers a number of advantages as a teaching strategy:

a. Students are given an exercise which requires them to adopt a more reflective stance as they read.

b. Students are encouraged to talk about things in the reading that persons connected to them, and they all have an opportunity to participate in the class discussion.

c. Students are allowed to hear their classmates' views before they offer their own. This provides students with the chance to adjust their comments and reflect upon their ideas before having to express them to others.

d. This strategy is adaptable to most subject areas and is appropriate for elementary through high school age students.

Bruner (2011:85) states that the benefit of Save the Last Word for Me strategy are:

a. Easily implemented
b. Required only moderate advance preparation forteaching
c. A good activity for a classroom with a wide range of ability
d. Provided a framework for discussion of text
e. Can easily be implemented with nonfiction text
f. Facilitates the recognition of main idea

Crawford, Alan (2005:99) said the benefit of saving the last word for me strategy is giving students the opportunity to have “the last word” on a topic can be motivating and give their ideas a sense of read importance.

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According to Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008)This strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The recommendations aim to help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.

Based on the explanation, the benefits of saving the last word for me strategy is not only to help students in reading ability but also for improving their motivation. It has many advantages in teaching learning process, especially in the reading process. Save the last word for me strategy is a tool to motivate the students when read and comprehend text.

II.7. The Relationship Between SLWM Strategy and Vocabulary Mastery

It is important to know the learner strategies. According to Brown and Payne (in Hatch and Brown (1995:373), there were five essential steps in vocabulary learning. The five steps were :

a. Having sources for encountering new words
b. Getting a clear image in the form of new words
c. Learning the meaning of words
d. Making a strong memory connection between the forms and meanings of the words
e. Using the words

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While, Schmit and McCharty divide the taxonomy of vocabulary learning strategies into four groups, are :

1. Discovery strategies

   At this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2. Social strategies

   In this position, they can ask for help in a variety of ways; giving L1 translation, giving synonyms, definitions, and paraphrase.

3. Memory strategies

   Most memory strategies involve relating the word to be retained with some previously learner's knowledge, using some from of imagery or grouping. This strategy used in this stage are pictures, related words, grouping, etc.

4. Cognitive strategies

   Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental process; they include sorting, classifying, comparing, predicting, repeating, and using mechanical means to study vocabulary.

While, according to Marzano, Pickering, and Pollock (in Hirai,et al,2010:60) show that explicit instruction is extremely important for students' success in understanding key vocabulary and concepts. Thus, it needs to reflect

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the basic principles of effective explicit instruction, which includes the use of a word's context and defenition, opportunities for "deep processing", finding synonym or antonym, and making up an original sentence with words. Finally, vocabulary should be taught through productive approaches that optimize word learning (Snow; in Hirai, et al,2010:60).

In short, knowing the strategy of vocabulary is very important in teaching and learning vocabulary. Vocabulary is not only to know about the meaning of words, but it is much deeper than it. It means that, vocabulary is not only to know about the definition, but there are many other aspects that the learners should understand. It requiresthe teacher to facilitate them to learn about it. And the teacher needs the strategy in teaching vocabulary. So, it can prove that strategy of the vocabulary is very crucial in teaching and learning vocabulary.

According Kimberly (2013), Save the last word for me strategy is a vocabulary strategy, Save the Last Word for Me is a great tool for teachers, coaches, and staff developers to use because it promotes interaction, high levels of engagement, and deeper processing around content and vocabulary. Save the Last Word for Me is a strategy that requires all participants (students/staff) to participate as active speakers and listeners, the clearly defined structure is perfect for reviewing vocabulary and providing examples specific to content/terms.

Researchers agree that an effective strategy for vocabulary acquisition is rich discussions of texts. These discussions can occur in whole classroom groups

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or in small student groups under the general guidance of the teacher. Save the Last Word for me strategy is appropriate for teaching adolescents' reading comprehension skills using small group discussions. So, save the last word for me strategy is also vocabulary strategy , its match to vocabulary mastery. Based on the explanation of some experts above, it can be summarized that Save the Last word for Me strategy is a strategy who have a structure to discuss the information and ideas in the text to make students understand with the text, more interest to read a text and this strategy can make students more easy to comprehend some areas of skill in English, such as for reading skill and mastery vocabulary. The students will get good inputs in their learning process on reading narrative text and mastery vocabulary by using the Save the last word for me strategy.

II.7.1.The Procedure of Save the Last Word For Me Strategy

According to Stone (2009:102), another successful strategy is Save the last Word for Me strategy. This strategy can be used during and after reading. The students are in groups of about five, and they are each given five index cards. While or after the students read the selected text, they write down five statements that they find interesting, are confused about, or disagree with. The students then write their reactions to the statement on the back of the card. After that, students read their card to the group, they turn it around so the group can read it for themselves. The person to the right of them tells their group their reaction to the statement. Each member of the group does not the same. The person who reads their statement now share their reaction. (That is why the strategy is called Save

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the Last Word for Me). Materials need for this strategy Multiple copies of a text OR Multiple readings on the same topic and 3 X 5 cards or slips of scrap paper.

The steps that were used to teach the students by using SLWM strategy were, based on Crawford (2005:99) as in the following:

1. The teacher tells the students before they read a text to find passages that intrigue them, perplex them, excite them, or enrage them.

2. The students write those passages on one side of a small piece of paper.

3. The students write a comment on the other side of the piece of paper. That is, they say what it is that intrigued them, perplexed them, excited them, or enraged them.

4. During the next class period, the teacher call upon one student at a time to read her quotation (but not comment). Then, the student has control of the class, as he invites other students to comment on that quotation. The teacher may comment to, but should do so only after several other students have had their say, and while more comments are forthcoming.

5. When the class has had their chance to comment, the student who chose the quotation turns over her piece of paper and reads her comment. That is the last word. no other student and not even the teacher should comment on the quotation after that.

In addition, another steps according Brunner (2011:85) were:

1. The teacher assigns students to groups of three.
2. The teacher ask students to read all or part of the text silently.

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3. The teacher uses a piece of paper, instruct them to note areas of agreement/disagreement with the author and questions that occur to them while reading.
4. Students discuss the text with the group. Each member of the group should select a comment or question from the notecards for the purpose of discussion.
5. The teacher asks other members of the group to react to the comment or question by sharing opinions or areas of agreement or disagreement.
6. The teacher asks the students who initially share the question or comment to have the “last word” by summarizing the discussion or by offering his or her own opinion.

AccordingBeers (2003) *Save the Last Word for Me*, After reading, students complete index cards with the following information:

1. Each student selects an idea, phrase, quote, concept, fact, etc., from the text that evokes a response. It can be something new, something that confirms previous ideas, or something with which he/she disagrees. Each student writes his/her selection on side 1 and indicates the page number where it can be found in the text.
2. Each student writes his/her reaction to what he/she wrote on side 1.
3. Students gather in small groups to discuss their information.
4. Students discuss using the following procedure: A student reads side 1 of his/her card, each student in the group responds to the information

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shared. The student who authored the card gets the last word by sharing side 2 of his/her card. The process is repeated until everyone in the group has shared.

II.8. Related Studies

To see whether there were relevant researches related to the title discussed, there were several related studies about the variables used in this study:

Firstly, a journal by Sri Rahayu and M.Khairi Ikhsan, conducted a research entitled " teaching reading skill by using a double - entry journal and Save the Last Word for Me strategy at senior high school". The aim of this research was to investigate the effect of double entry journal and save the last word for me strategy on students reading comprehension. It was an experimental research. This research focus on double entry journal and save the last word for me strategy for reading comprehension. The application of this strategy gave a good effect to the students' reading comprehension. They were more enjoyable in learning, reading and comprehend the text easily. The result was asignificant improvement in students' reading comprehension that taught by using combination strategies, double entry journal and save the last word for me strategy.

Based on the first related studies the research was conducted by Sri Rahayu and Khairi Ikhsan consisted of three variables and the aim of the research to investigate the effect of double entry journal and Save the Last Word for Me strategy on students reading comprehension. So, the similarities with this research both use three variables and also the research design was also similar. The research design was also similar that was using quasi experimental research. The

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differences of the previous research was on the variable x, this research used one independent variable and two dependent variables while previous research used two independent variables and one dependent variable.

Secondly, Rahmad Hidayat (2016) conducted a research entitled "the effect of Task Based Language teaching method on students' vocabulary mastery and reading comprehension at the first year students of SMK Muhammadiyah 2 Pekanbaru" the aim of this study focused on the effect task based language teaching on students' reading comprehension and vocabulary mastery. The research design was an experiment, the population of the study was the first year students were 417 students of SMK Muhammadiyah 2 Pekanbaru. Where in 70 students were chosen as the sample. The research finding shows that there is a significant difference of post test mean scores between the experimental classes using task based language teaching method on students' reading comprehension and vocabulary mastery.

The similarity this research was to find out the effect of the using strategy on students' reading comprehension and vocabulary mastery. The research design of both researches was similar, that was quasi experimental research using pre test and post test nonequivalent group design. The past of study used a strategy to influence two variables Y (reading comprehension and vocabulary mastery). The different research on strategy of both researches were different.

Thirdly, Nurul Purwasi (2013) conducted a research entitled " the effect of using save the last word for me strategy toward reading comprehension of the second year students at state senior high school 5 Pekanbaru". The objective of

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this study to find out the effect of saving the last word for me strategy toward reading comprehension. This research was quasi experimental research that was the nonequivalent control group design. From the research finding show that T_o was higher than $T_{table.}$

The similarity this research was to find out the effect of the using Save the Last Word for Me strategy on students' reading comprehension. The research design of both researches was similar, that was quasi experimental research using pre test and post test nonequivalent group design. The past of study used the similar strategy(Save the Last Word for Me strategy) to influence one variable Y (reading comprehension). The differences this related studies only focus the effect of Save the Last Word for Me strategy on students reading comprehension, and the past of study used a strategy to influence one skill, but in this research does not only show the effect Save the Last Word for Me strategy on reading comprehension but also on vocabulary mastery.

Fourthly, Rini Arita (2016) conducted a research entitle " the effect of using the Jigsaw technique on students' reading comprehension and vocabulary mastery at SMPN 1 Rumbio Jaya Kampar". The aim of this research to determine the effect of the Jigsaw technique on students' reading comprehension and vocabulary mastery at SMPN 1 Rumba Jaya. This research was quasi experimental approach of the pre test to post test non equivalent group design,the participant of the study 44 students they were the eighth grade students of SMPN 1 Rumbio Jaya. The finding showed the result of reading text and vocabulary mastery that the mean score of post test is higher than pre test.

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The similarity this research was to contribute the effect of improvement on students' reading comprehension and vocabulary mastery, and the dependent variable was also similar (reading and vocabulary mastery). But both used the different strategy.

Fifthly, Dr. Kathy Collin Block and Dr. Jhon Mangieri (2015) had been investigated about The effect of Powerful Vocabulary for Reading Success on Students' Reading Vocabulary and Comprehension Achievement. These findings show that students in experimental class had significantly higher scores on vocabulary post test and a greater score of comprehension.

Based on related studies the research aim of the research was to investigate the effect of Powerful Vocabulary for Reading Success on Students' Reading Vocabulary and Comprehension Achievement. So, the similarities with this research both used three variables and also the research design was also similar. The research design was also similar that was using quasi experimental research. The differences of the previous research was on the strategies,research design, and the aim of the research.

Sixthly, the research was carried out by Dewi Ratnawati (2011) entitled, "The Correlation between Vocabulary Mastery and Reading Comprehension of the Seventh Grade Students of SMPN 13 Semarang". This research was aimed to find out the students' vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang, and to find out whether or not there was a significant correlation between students' vocabulary mastery and their reading comprehension. The population of the study was the seventh grade

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students of SMPN 13 Semarang by using cluster random sampling to determine the sample. The total samples of this research followed by 80 students. This study used a co-relational of ex post factoas research design. The result of applying the r xy distribution showed that the coefficient correlation was 0. 417. It means that there was a significant correlation between the vocabulary mastery and reading comprehension. It was suggested that to have a good mastery of reading comprehension, students should have a good mastery of vocabulary.

From the explanation above, the similarity was on the vocabulary mastery and reading comprehension. Then, the differences were in the research design, and the variables. This previous research used two variables while this research used three variables.

Seventhly, Almanza (1997) held a study which examined a comparison of the effectiveness of cooperative learning in small groups with whole classroom instruction using the Dirested Reading Thinking Activity (DRTA) during reading. Subjects for the 8 week study were 53 sixth graders from two classes in Brooklyn, New York. A reading comprehension test was given each child after each story was completed. Results indicated that the majority of children in the cooperative reading groups score higher on the reading comprehension test that when they used the DRTA. Findings suggested the cooperative learning can be used as an instructional strategy whereby students can improve their reading comprehension.

Based on this related study, the similarity both researches was on the reading comprehension. The differences were about the strategies, the research design, and the aim of the research.

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Eightly, Mohammad Reza Ahmadi (2012) carried out a research entitled "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy"

The purpose of this study was to investigate whether the „reciprocal teaching strategy improves students' vocabulary learning or not.The findings indicated that reciprocal teaching had a significantly positive effect on the foreign language learning

Based on this related study, the similarity both researches was on the reading comprehension. The differences were about the strategies, the research design, and the aim of the research.

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Lastly, ZaidM. (2005) applied the semantic mapping technique in teaching reading to his students at Abha college of Education. He explained that semantic mapping has been shown to be a beneficial learning and teaching strategy for all grade levels in regular and remedial classrooms as well as for those who are learning-disabled. He added that students who use semantic mapping manifest considerable improvement in reading comprehension, written expression, and vocabulary development.

The difference was in applying the strategy, the similarities were on reading comprehension and vocabulary mastery, then the finding showed that there is improvement on students' reading comprehension and vocabulary mastery.

The difference of the previous researches and this research that this research focused on students' reading comprehension and vocabulary mastery by using Save the Last Word for Me strategy(SLWM), this research focused to help the students in comprehending the reading narrative and also mastering the vocabulary. This study hopefully gave more contribution in proofing the benefit of SLWM strategy on students' reading comprehension.

II.9. Operational Concepts

To avoid misunderstanding and misinterpretation because the theoretical concept was still an abstract form, we needed operational concept. There were three variables is used. The first was Save the last word for me strategy which refers to the teacher's strategy in teaching reading. The second was students' Reading Comprehension in reading. And the third was students' Vocabulary

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mastery. Save the Last Word for Me strategy was an independent variable, while students' reading comprehension and students' vocabulary mastery were the dependent variables.

This research used treatment factorial design (2x2) design which showed the effect of the variables. Sugiyono (2011) states that factorial 2x2 design is a kind of experimental research which use moderate variable who believe that variable influence dependent variable.

So, in this research, the independent variable was as a variable which gave effect to the dependent variable (Y_1),(Y_2), and the dependent variables were as variables which is affected by the independent variable (X). They can be drawn as follows;

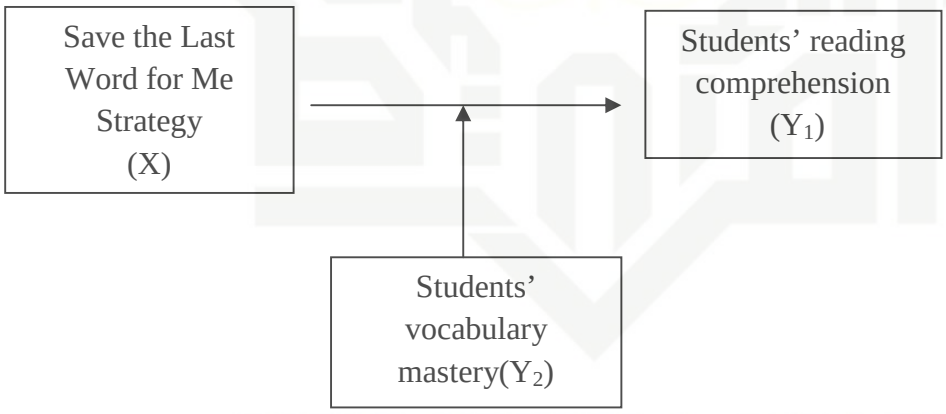

Figure 2. Conceptual Framework

1. Save the Last Word for Me strategy (variable X) were:
   a. The teacher assigned students to groups of three
   b. The teacher asked each student individually reads the text

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c. The teacher asked the students to read, they wrote on the first side of the 3X5 cards (or slips of paper) any segments of the text, agreement/disagreement, words, phrases, or sentences that catch their attention.

d. The teacher instructed students to discuss the text with the group, each member of the group should select a comment or question from the notecards.

e. The teacher asked other members of the group to react to the comment or question by sharing an opinion.

f. The teacher asked the students who initially shared the question or comment to have “last word” by summarizing the discussion.

2. Indicators of students’ Reading comprehension(Variable Y_1)
   a. The students were able to identify the topic of the text.
   b. The students were able to explain the main idea of the text
   c. The students were able to identify the factual information of the text.
   d. The students were able to explain inference of the word
   e. The students were able to explain reference of the word
3. Indicators of students’ Vocabulary Knowledge(Variable Y_2)
   a. The students were able to find the synonym of vocabulary in context.
   b. The students were able to find the antonym of vocabulary in context.
   c. The students were able to find the correct suffix.

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d. The students were able to find the correct prefix.

e. The students were able to understand the meaning of vocabulary .

II.10. Assumptions and hypothesis

II.10.1. Assumption

This can be assumed that the students' reading comprehension levels were various, and there were many factors influencing students' reading comprehension. Then, it assumed that the greatest factor which made students in the second year students at SMP N Pasir Penyu Air Molek reach good reading compression was the method used by the teacher. Therefore, Save the Last Word for Me Strategy has improved students' reading comprehension and vocabulary mastery of narrative text better that who are taught without using Save the Last Word for Me Strategy, because Save the Last Word for Me Strategy utilized some comprehension strategies (understand, apply, discussion, questioning, analyze, evaluate).

II.10.2. Hypothesis

The hypotheses were alternative hypothesis (H_a) and the null hypothesis (H_0). Testing the hypothesis apply if null hypothesis is refused, and the alternative hypothesis is accepted. In this study, the hypotheses are formulated as follows:

H_o1: There is no a significant difference of students' reading comprehension pre test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

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H_a2 : There is a significant difference of students' reading comprehension post test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

H_a3 : There is a significant difference of students' reading comprehension between pre-test and post - test mean scores in the experimental group at SMP N 2 Pasir Penyu.

H_o4 : There is no a significant difference of students' reading comprehension between pre-test and post - test mean scores in the control group at SMP N 2 Pasir Penyu.

H_o5: There is no a significant difference of students' vocabulary mastery pre test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

H_a6 : There is a significant difference of students' vocabulary mastery post test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

H_a7 : There is a significant difference of students' vocabulary mastery between pre-test and post-test mean scores in the experimental group at SMP N 2 Pasir Penyu.

H_o8 : There is no a significant difference of students' vocabulary mastery between pre-test and post - test mean scores in the control group at SMP N 2 Pasir Penyu.

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