

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

###### a. The Nature of Reading Comprehension

Actually, reading is very important in our life. Reading comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been useless. Kalayo and Fauzan stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>1</sup> Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.<sup>2</sup>

In successful reading, comprehension is checked throughout the reading activity.<sup>3</sup> On the other hand, reading comprehension is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they are reading or understanding what has been read. To develop the student's comprehension, the students have to know which skills and strategies are appropriate to the genre of a text, and understand how to apply them to accomplish the reading purpose.

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<sup>1</sup>KalayoHasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*.(Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p. 114.

<sup>2</sup>*Ibid*, p. 113

<sup>3</sup>Thom Hudson. *Teaching Second Language Reading*.(New York: Oxford University Press, 2007). p. 109

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the material that they read. But of course the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of the material. Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.<sup>4</sup> Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text ( previous knowledge, strategy use) as well as variable related to the text itself ( interest in text, understanding of text types).<sup>5</sup> It means that the primary activity of reading is to comprehend what the text is about.

According to Irwin on Klinger that there are five basic comprehension processes that work together simultaneously and complement as follows:<sup>6</sup>

1. Micro processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping

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<sup>4</sup> Cain, K. and Oakhill, J.V. *Reading Comprehension: Nature, Assessment and Teaching*. Retrieved on May 25<sup>th</sup>, 2013 (<http://www.unige.ch/fapse/logopedie/formationcontinue/inscriptionenligne/cain-article2bis.pdf>)

<sup>5</sup>Jannete K Klingner, et.al. *Op. Cit.* p. 8

<sup>6</sup>*Ibid.* p. 9

words into phrases or clusters of words that carry meaning and requires an understanding of syntax as well as vocabulary.

## 2. Integrative Processes

This process involves understanding and inferring the relationship among clauses. For example, the reader is being able to identify and understand pronoun and to infer causation or sequence. So, the reader activity making connections across sentences.

## 3. Macro process

In this process, the reader is able to organize idea in a coherent way. The reader can do this by summarizing the key ideas.

## 4. Elaborative processes

In this process, our prior knowledge and make inference beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

## 5. Metacognitive Processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, reviewing underlining important words or sections of a passage, note taking and checking understanding.

### **b. The Nature of Narrative Text**

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text reviews events that have happened. Usually the events are presented in the order in which they occurred.<sup>7</sup> The story is told, however, to make a point or to explain an idea. Narrative can be divided into two types:

- a. Traditional fiction (folktales fables, pour quoi tales, legend, myth, and realistic tales)
- b. Modern fiction (science fiction, contemporary realistic fiction)

Narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). A writer usually starts a story by introducing characters and problems that they face. The middle of narrative is organized around a plot. The plot is included a series of episodes that are written by the writer to hold reader's attention and build excitement as the story progresses. Commonly the generic structure of narrative text involves:

- a. Orientation: this sets the scene and introduces elements or the participants of the story such as the characters, time, and place.
- b. Complicated: Describing a problem or series of problems arise in the story.

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<sup>7</sup> Kathleen T. Mcwhorter. *Guide to College Reading*. (New York, 1985). p. 128

- c. **Resolution:** the way of participants or character that finds out the solution of the problem happened.

Narrative text has five common components. Most test questions refer to one of these five story elements (Narrative Text Strategies):

- a. Setting** : A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.
- b. Characters** : People or animals in the stories.
- c. Plot** : The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.
- d. Theme** : The theme is the central idea of the story. A theme can be directly stated or through use of story elements.
- e. Vocabulary** : The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of reading narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions.

### **c. Students' Reading Comprehension in Narrative Text**

Students him/herself is the reader. The reader actively interacts with the text. Thus, the students as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts that are taught in majority classroom context. Therefore, students must interact with this text genre.

There are many kinds of text including narrative. Narrative text differs to the others text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of teaching narrative text. In the syllabus's perspective, the following indicators are expected to the students to master in reading narrative text that students are able to:<sup>8</sup>

- a. The students are able to identify main idea of the text.

Main idea is the writer wants to say about the subject. Main ideas are often stated in topic sentence. A sentence that expresses the main idea of a paragraph. Main idea can be found in a whole passage.

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<sup>8</sup>IlhamAkbyYarmi, *The Effect of Using Directed Reading-Thinking Activity (DRTA) Strategy Toward Students' Reading Comprehension of Narrative Text at The First Year of Senior High School Al Huda Pekanbaru.*(Unpublished: 2012). pp. 21-22

- b. The students are able to identify the sequence of events of the text.

A story, especially narrative text is built based on several moments or events. The events usually occur in orientation, complication, series of events and resolutions.

- c. The students are able to identify the characters from the text.

Characters in a story refer to the objects that play in a story. Characters can be like talking animal, human or human's imaginary creature.

- d. The students are able to identify communicative purpose of the text.

A piece of writing has certain goal to be told to the reader. The purposes are what the author may convey to the reader. Narrative text is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and esthetical feeling toward the reader.

- e. The students are able to identify generic structure of the text.

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized. The particular text has its own generic structure. Narrative text consists of orientation, complication, series of events, resolutions and coda.

Students in teaching reading narrative text play a role as the active readers. Active readers apply some reading comprehension strategies to comprehend the text including narrative text. Brown maintained some principal strategies for reading comprehension as follows:<sup>9</sup>

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<sup>9</sup>H. Douglas Brown. *Language Assessments: Principal and Classroom Practices*. (New York: Pearson Education, Ltd., 2003). pp. 188-189

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
- d. Guess at meaning (of words, idiom, etc) when the reader is not certain
- e. Skim the text for gist and for main ideas
- f. Scan the text from specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

Anderson et.al., in Nunan<sup>10</sup> argued that to achieve the desired results, students need to learn how to use a range of reading strategies that match to their purpose for reading. Teaching them how to do this should be a prime consideration in the reading classroom. The only purpose of reading is absolutely comprehension. Carrying out the same ideas, Hasibuan and Ansyari maintained that reading comprehension results when the reader knows which skills and strategies appropriate for the type of text and understand how to apply the accomplish the reading purpose.<sup>11</sup> Enabling students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of narrative text is one of them.

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<sup>10</sup>David Nunan, *Practical English Language Teaching*. (Avenue of America, New York: McGraw-Hill Companies, Inc., 2003). p. 76

<sup>11</sup>Drs. KalayoHasibuan&Fauzan Ansari, *Op. Cit.*p. 115

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students become easily to comprehend narrative text. This was not impossible to the literary in syllabus of teaching narrative text that will become easily if the teacher teaches the students to apply the reading comprehension strategies.

#### **d. The Factors Influencing Students' Reading Comprehension in Narrative Text**

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors that affecting comprehension and the failure to comprehend are absolutely same as the other. Comprehension of a text will occur that depends on the certain activity of the reader's self. Successful readers do the following activities consciously or unconsciously that enable them to comprehend the text well:<sup>12</sup>

- a. Recognize word quickly
- b. Use the text features (subheadings, transition, etc)
- c. Use the title to infer what information might follow
- d. Use the word knowledge
- e. Analyze the unfamiliar words
- f. Identify the grammatical functional of word

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<sup>12</sup>Novianti Sri Rejeki. *The Effect of using 3H Strategy towards Reading Comprehension in Narrative Text of The First Year Students at SMA N 1 Tapung of Kampar Regency*. (Unpublished, 2012). p. 17

- g. Read for meaning, concentrate on decoding meaning
- h. Guess about the meaning of the text
- i. Evaluate guesses and try new guesses if necessary
- j. Monitor comprehension
- k. Keep the purpose for reading the text in mind
- l. Adjust strategies to the purpose for reading text in mind
- m. Identify or infer the main idea
- n. Understand the relationship between the part of a text
- o. Distinguish the main idea from minor ideas
- p. Tolerate ambiguity in a text (at least temporarily)
- q. Paraphrase
- r. Use context to build meaning and aid comprehension
- s. Continue reading even when unsuccessful, at least for a while.

To comprehend, reader must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.<sup>13</sup>

## **2. The Concept of Story Gloves Strategy**

### **a. Definition of Story Gloves strategy**

The story gloves is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text.

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<sup>13</sup>Peter Westwood. *What teacher Need to Know about Reading and Writing Difficulties*. (Australia: Acer Press, 2008). p. 31

According to Newman<sup>14</sup>, Story gloves is a strategy developed to increase students' ability to comprehend narrative text. The narrative text structure glove is a variation of the popular retelling activity and an alternative of supplement to story mapping. The story map is kind of graphic organizers. It allows student visualize the important component of a narrative text. Story gloves is also graphic organizer, while the systematic questioning strategy also provides the structure that some students may require to help them organize new information.

Story gloves prompts students to use the comprehension strategies associated with different text structures.<sup>15</sup> The gloves provide visual clues through icons on each finger and in the palm. Newman described three different gloves: the prereading glove, the narrative text structure glove, and the expository text structure glove.

Each glove has five questions to guide students' discussions, with little objects or pictures to remind students which questions to answer. Teachers can vary the icons to better match students' ages. The narrative text structure glove includes the following icons and questions:

1. *Plane*: "Where does the story take place?"
2. *Animal/person*: "Who are the characters?"
3. *Stairs*: "What happened first? Next? Last?"
4. *Chalkboard with "1 + 1"*: "What was the problem in the story?"

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<sup>14</sup>Jannete K Klingner, et.al. *Op. Cit.* p. 82

<sup>15</sup> Gayle Newman. Comprehension Strategy Gloves. *The Reading Teacher*. (International Reading Association, 2001). pp. 329-332. Retrieved on May 23<sup>th</sup>, 2013. (<http://www.accessmylibrary.com/article-1G1-80856596/comprehension-strategy-gloves-teaching.html>)

##### 5. *Chalkboard with “2”*: “What was the story’s (re)solution?”

Story gloves is a “hands on” approach to retelling a story with visual clues.<sup>16</sup> It is a graphic organizer that aids students’ comprehension of narrative text. It is the way a text is organized to guide readers in identifying key information.

When students are familiar with the way a text is structured, this knowledge can help them to expect about what they will read, organize incoming information, judge the relative importance of what they read, improve their comprehension, and enhance their recall.<sup>17</sup> When we retell or summarize a story, this template provides an organizing structure that helps us do this more efficiently.<sup>18</sup> It means that, by using story gloves helps the students remember the elements of story.

The functions of story gloves like a story map, only it is shaped like a hand or fingers allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution in every fingers. Using the story gloves also helps students successfully construct meaning from text and helps them identify the narrative text. Struggling readers are more likely

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<sup>16</sup>TeacherTreasure.com2010. Retrieved on January13<sup>th</sup>, 2013  
([http://www.teachertreasures.com/uploads/Story\\_gloves1.pdf](http://www.teachertreasures.com/uploads/Story_gloves1.pdf))

<sup>17</sup> Meyer, B. J. F. (1984). *Text Dimensions and Cognitive Processing*. In H. Mandl, N. Stein, & T. Trabasso (Eds.), *Learning and Understanding Texts* (pp. 3–47). Hillsdale, NJ: Erlbaum.

<sup>18</sup>Kintsch, W., & Greene, E. *The Role of Culture-Specific Schemata in the Comprehension and Recall of Stories*. *Discourse Processes*, 1(1978).pp.1–13.

than stronger readers to be unaware of text structures and to experience difficulty using them to help with comprehension.<sup>19</sup>

#### **b. Procedures of Story Gloves Strategy**

The procedures to use it, as follows:<sup>20</sup>

- a. The teacher models by placing the glove on her or his hand and asking the questions with the students responding.
- b. Firstly, the teacher asks the students to wear the glove and ask the questions to themselves or other classmates and place the glove's items in each finger.
- c. The student draws an item out of the container, places it on the glove, and answers the corresponding question for that item. Students can also be asked to select the appropriate glove for the text structure of a selection to be read.
- d. The teacher may divide the class into three groups, designate a leader for each group, and provide a selection to read along with the appropriate glove to guide each group's discussion.

In addition, Stephanie Martinez<sup>21</sup>, states that a story gloves likes “Main Idea Hands”. It allowed students to be creative while still demonstrating their comprehension of narrative text. The students also

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<sup>19</sup>Meyer, B., Brandt, D., & Bluth, G. (1980). *Use of Top-Level Structure in text: Key for Reading Comprehension of Ninth-Grade Students*. *Reading Research Quarterly*, 16, p. 72–103.

<sup>20</sup>Gayle Newman. *Comprehension Strategy Gloves*. *The Reading Teacher*. (International Reading Association, 2001). pp. 329-332

<sup>21</sup>Stephanie Martinez. *Retelling*. Retrieved on May 23<sup>th</sup>, 2013. (<http://www.pcboc.net/les/elderweb/Retell/retell%20glove.pdf>)

had fun making their hand look “cool”. According to Stephanie Martinez, the procedure of story gloves as follows:

1. The teacher had the students do Readers Theater with narrative passage.
2. After they read, teacher told students that it was time to create their "Hands". Teacher passed out construction paper to each student. They traced their hands and cut it out.
3. On the palm of their hands, they were to write a summary of what happened in the story.
4. On the thumb, they were to write the main characters and on the pointer finger, they were to write the setting of the play.
5. On the rest of the fingers, they were to write three key events that happened in the story.
6. The teacher found a hand (pictured below under supporting documents) to show the students what they needed to do. He said that he would collect everyone's hand when they were done. They would be graded to check for comprehension.

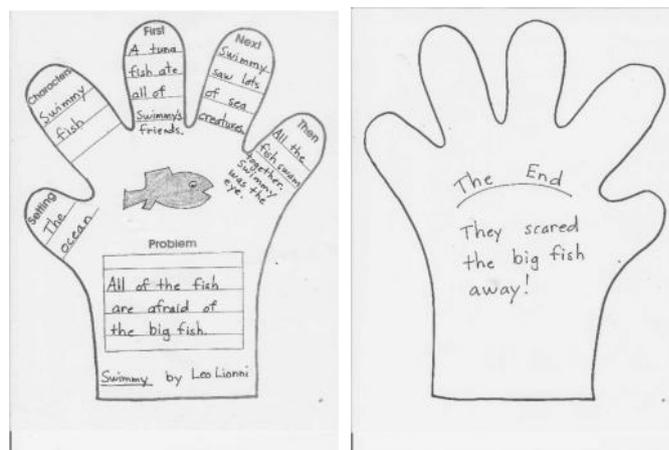
Beside that, Martina Bex also contributes the teaching procedure. The procedure is as follows:<sup>22</sup> Directions: After using the story glove in class, each child will make his own story glove to take home. Cut out each item and glue it on a story glove finger to match the classroom story glove.

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<sup>22</sup>Martina Bex. *Story Elements Gloves*. Retrieved on May 23<sup>th</sup>, 2013 (<http://martinabex.com/2011/12/20/story-elements-glove/>)

- a) Thumb: the characters in the story. Who is this story mostly about?  
Who are the characters in this story?
- b) Finger one: the setting of the story. Where and when did the story take place?
- c) Finger two: the problem in the story. What is the problem in this story?
- d) Middle finger: the solution to the problem in the story. How is the problem solved in this story?
- e) Pinky finger: the beginning, middle, and end of the story.
- f) Back of hand in middle: personal connections to the story. Does this story remind you of anything that you know about? Does this story remind you of anything that you have experienced?
- g) Front of hand middle of palm: the main idea of the story. What is this story mostly about? What did the author want you to think?

It can be seen from this picture:



Based on the procedures from the English Educators above, the researcher concluded the procedure of story gloves as follows:

1. The teacher explains to the students that they are going to learn about narrative text and its elements.
2. The teacher gives a narrative text to the students.
3. The teacher explains about the strategy that can help to understand, comprehend and how to easily remember the narrative text by story gloves.
4. The teacher reads the story about narrative text and students must pay attention.
5. The teacher asks the students to divide into small groups and read again together and the leader puts on the story glove and uses it to guide the discussion of the story.
6. The teacher gives a copy of a form of the story gloves to each group.
7. The teacher asks the students to fill each finger as follows: (a) character (b) setting (c) problems (d) events (e) solution and in front of hand middle of palm it is the main idea of the story and the end is back of hand in middle it is a personal connection to the story or moral lesson from the story.
8. The teacher leads a class wide discussion and concludes the story about and tells of the story elements, focusing on helping students to evaluate whether their answers are correct.

**c. The advantages of Story Gloves Strategy**

There are some goals of Story Gloves Strategy:

1. It is easy to construct, easy to remember, can guide retelling, collaboratively learned through discovery, flexible, and provides a framework that can facilitate narrative writing.<sup>23</sup>
2. To help the students remember to tell about these important parts when the students retell the story by made story gloves.
3. To help the students successfully construct meaning from text and also helps them to identify the elements of narrative text.
4. The student will use graphic organizers to build on experiences and extend learning.
5. To help the students visually organize a story's elements and suspected it would increase their ability to retell, summarize, and comprehend the story.

### **3. The Relevant Research**

1. A research was conducted by Ashadi Kurniawan entitled “Improving Students’ Reading Comprehension on Narrative Text through Story Gloves Strategy in IX Grade of SMP Negeri 12 Sungai Raya.” Based on the analysis of the students’ learning, the researcher described the conclusions as: (1) Students’ reading comprehension of narrative text was improved by applying the teaching techniques. The mean score increased from 56.68 to 73.19 (2) Story gloves reading strategy was able to make the students active in the teaching learning process. They were able to map out basic components of the story such as setting, problem, goals, action, and

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<sup>23</sup>*Ibid*

outcomes. The story gloves provides structure and organization so students could comprehend the story more effectively.<sup>24</sup>

2. An action research was conducted by Jennifer Blickenstaff, entitled “The Effects of Reading Strategies using 5 Finger Retell Gloves in Comprehension for Elementary Age Learners.” In her action research, she found that 5 finger retell gloves could improve students’ reading comprehension skills. The 5 finger retell gave the students specific things to be listening for in the story: the setting, the characters, and what happened at the beginning, middle, and end. By having these specific things to listen for, the students were able to comprehend more of the story. As the result, she found that students’ average score increased after six weeks from 85% became 95%. It means that in this strategy they could acquire to achieve better reading skills. So, she suggested to the teacher to use 5 finger retelling gloves to apply it in the classroom.<sup>25</sup>

#### **4. The Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research in which focuses on gaining the effect of using story

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<sup>24</sup>Ashadi Kurniawan. “Improving Students’ Reading Comprehension on Narrative Text through Story Gloves Strategy in IX Grade of SMP Negeri 12 Sungai Raya.” 2008. (Pontianak: Unpublished)

<sup>25</sup>Jennifer Blickenstaff. “The Effects of Reading Strategies using 5 Finger Retell Gloves in Comprehension for Elementary Age Learners.” 2013. (St. Catherine University, Minnesota: Unpublished)

gloves strategy towards students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is story gloves strategy.

Story gloves strategy is an independent variable. It refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension in narrative text.

Students' reading comprehension is a dependent variable.

### **Variable X**

The following treatment as a collection of procedures of the implementation of story gloves strategy can be seen as in the following steps:

- a. The teacher models by placing the glove on her or his hand and asking the questions with the students responding.
- b. Firstly, the teacher asks the students to wear the glove and ask the questions to themselves or other classmates and place the glove's items in each finger.
- c. The student draws an item out of the container, places it on the glove, and answers the corresponding question for that item. Students can also be asked to select the appropriate glove for the text structure of a selection to be read.
- d. The teacher may divide the class into three groups, designate a leader for each group, and provide a selection to read along with the appropriate glove to guide each group's discussion.

### **Variable Y**

To see the influence of treatment toward reading comprehension, some indicators stated as in the following:

- a. The students are able to analyze the meaning of certain words in narrative text.
- b. The students are able to identify the main idea in narrative text.
- c. The students are able to identify generic structure such as orientation, complication and resolution in narrative text.
- d. The students are able to make inference regarding events, outcome and moral lesson in narrative text.
- e. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story in narrative text.

## **5. Assumption and hypothesis**

### **1. Assumption**

In this research, the writer assumes that the students who are taught by using Story Gloves strategy have better reading comprehension achievement. Furthermore, the better implementation of Story Gloves strategy in reading subject is, the better students' reading comprehension is.

### **2. Hypotheses**

- a. Alternative Hypotheses (Ha):

There is a significant effect of using Story Gloves Strategy towards students' reading comprehension in narrative text of the first grade students at SMAN 2 Mandau.

- b. The Null Hypotheses (Ho)

There is no significant effect of using story gloves strategy towards reading comprehension in narrative text of the first grade students at SMAN 2 Mandau.