CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading Comprehension

Reading is generally described as involving two skills: decoding and comprehension. Decoding is an isoble ability, which can be taught and assessed in straightforward ways. Comprehension is a complex skill that depends on a variety of factors, contexts, and reading goals.[1] Comprehension requires inferences and inferences require knowledge. Hence, to understand text comprehension, readers must be able to understand how knowledge is used and how it is represented.

Brassel and Rasinski define that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.[2] It means that reading comprehension relates to the readers' ability to understand the author's ideas and to get important points from their reading.

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[1]Scoot G, Paris and Steven A, Stahl, *Children's Reading Comprehension and Assessment* (Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers, 2005), p.103. Retrieved on November 20th, 2011 from www.librarynu.com

[2]Danny Brassell and Timothy Rasinski, *Comprehension that Works: Taking Students beyond Ordinary Understanding to Deep Comprehension* (Huntington Beach: Shell Education, 2008), p.16. Retrieved on January 2nd, 2013 from www.librarynu.com

Tankersley points out that reading comprehension depends on three factors.[3] The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. It means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. Comprehension also consists of three elements[4] they are; reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

The reader's background knowledge and motivation are further factors in comprehension. In addition, motivation and interest influence comprehension, both directly and indirectly. Furthermore, Duffy states that comprehension is the essence of reading because the goal of written language is communication of messages[5]. Moreover, Scanlon states that comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the

[3]Karen Tankersley, *The Threads of Reading : Strategies for Literacy Development* (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2003), p.90. Retrieved on January 25th 2013 from librarynu.com

[4]Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Pittsburgh: RAND, 2003), p.11. Retrieved on February 20th 2013 from www.librarynu.com

[5]Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies* (New York: The Guilford Press, 2009), p.14. Retrieved on February 24th 2013 from librarynu.com

topic of the text.[6] There are five basic comprehension processes that work together simultaneously and complement one another:[7]

1) Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. The initial chunking and selective recall of individual idea units within individual sentences can be called microprocessing. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrases. And the second major skill required for microprocessing is the ability to select what idea units to remember.

2) Integrative Processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationships between clauses and/or between sentences must also be comprehended. The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

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[6]Donna M. Scanlon;et al, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* (New York: The Guilford Press, 2010), p.276. Retrieved on February 24th 2013 from www.librarynu.com

[7]Janette K. Klingner.; et al, Op.Cit., p.8-12.

3) Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary for macroprocessing. The first is the ability to select the general ideas and to summarize the passage. And the second major macroprocessing skill is the ability to use the author's general organizational pattern to organize one's own memory representation.

4) Elaborative Processes

We often make inferences not necessarily intended by the author and not required for a literal interpretation. For instance, we may make a prediction about what might happen, we may form avivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative processing.

5) Metacognitive Processes

Metacognitive may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long-term

recall. The process of adjusting one's strategies to control comprehension and long-term recall can be called metacognitive processing.

In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.[8] The teacher's role during reading comprehension instruction is to ensure that students participate actively prior to reading, have the strategies and skills to use when reading, and try to make sense of the text by understanding the author's intention and bringing their own experiences to bear on the text.

Text can be divided into three types for comprehension purposes:[9]

1) Textually explicit, which requires little of the readers' background knowledge, stating information clearly so that the reader can refer back to text to obtain it.

2) Textually implicit, which provides discrete information but requires readers to use their own knowledge and experience to assemble ideas.

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[8]Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment* (Victoria: ACER Press, 2011), p.10. Retrieved on February 7th, 2013 from www.librarynu.com

[9]Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Methods of Reading Instructions Grades K-3* (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2004), p. 99. Retrieved on March 25th, 2013 from www.librarynu.com

3) Implicit only, where information is not stated directly and readers are required to make inferences by combining information from previous experience and reading to the text.

In conclusion, understanding the text types above can help teachers determine the types of comprehension difficulties that are faced by their students. The teacher and students should keep in mind that reading must involve comprehension. By comprehension, the students are expected to be able to point out the author ideas, concepts and argumentations.

b. Levels of Reading Comprehension

In constructing the meaning of a text, readers may engage in different types or levels of thinking. Scanlon points out there are three levels of comprehension are typically identified: literal, inferential, and critical.[10]

1) Literal comprehension involves the understanding of information stated directly in the text.

2) Inferential comprehension involves making inferences that bridge the information directly stated in the text with information that the reader already possesses.

3) Critical comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and perspective of the author.

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[10]Donna M. Scanlon;et al, Op.Cit. p.278

Reading comprehension is the ability to take information from written text and to do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.

c. The Component of Reading Comprehension

There are five components that may help the students to read carefully, according to King and Stanley in Malsi Susanti, the components are as follows:[11]

1) Find factual information

Factual information requires readers to scan specific details. The types question of factual information such as question type of reason, purpose, result, comparison, identity, time, and a mount in which most of the answer can be found in the text.

2) Main idea

It is very important to know the main idea in each paragraph in the text. An efficient reader understands not only the ideas but also their relatives significant, in other word of ideas are super ordinate while other subordinate.

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[11]Malsi Susanti, *The Effect of Using PACER Strategies on Students' Reading Comprehension of The Second Year at SMAN 1 Lipat Kain Kampar Kiri District of Kampar Regency.*(Unpublished Thesis, 2012), p.13

3) Reference

In English, as in other language it would be clumsy and boring to repeat the same word of phrase every time it has a reader uses it. Instead of repeating the same word or phrase several time it has been used, we usually refer to it rather than repeat it. References words are usually short and are frequently pronouns, such as it, she, it's, those, and so on.

4) Inference

The important thing is needed in reading is understanding. Write use language efficiently and recognize what can be inferred from their sentence. In this case, an efficient reader is able to understand those implications.

5) Restatement

Restatements are the kinds of question test which use to measure the reader's ability in analyzing the relationship of idea within single sentence. There are some purposes to improve reading comprehension. They are: to enhance understanding of the content information presented in a text, to improve understanding of the organization information presented in text, to improve attention and concentration while reading, and to promote critical thinking and evaluate reading material.

d. Types of Knowledge for Reading Comprehension

There are four types of knowledge that must be integrated by the readers to support and develop their reading comprehension:[12]

1) Generic knowledge is the reader's background information or general theory of the world (schema). In other words, generic knowledge is nonvisual (cognitive) information that the reader activates to construct meaning for a text. It influences the reader's interpretation of the text.

2) Text knowledge relates to the precise message of the text, including content knowledge, vocabulary meanings, and text structure. This is the information the reader uses when directly interacting with the text.

3) Strategic knowledge is the reader's knowledge of specific strategies for problem solving, including cognitive strategies for sustaining and expanding the meanings of a text. These strategies include the ability to monitor comprehension, search for meaningful solutions, integrate a range of knowledge sources, and make self-corrections.

4) Reflective knowledge is the mind's ability to think abstractly, including the ability to synthesize, analyze, and critique information. It involves thinking beyond the text.

Based on the explanation above, it can be concluded that the purpose of reading are comprehension and get the meaning from written

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[12]Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach* (Maine: Stenhouse Publisher, 2005), p.15-16. Retrieved on January 23th, 2013 from www.librarynu.com

text.Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

Moreover, to know students' reading comprehension by doing a test after reading the text. Test is a tool as assessment to know the result of learning. Testing reading comprehension has always proved a great tool in the assessment of the students' ability as it provides a feedback on the progress of student.

2. The Nature of Narrative Text

Narratives text typically follows a single, general, structural pattern, often called a story grammar.[13] Story grammar includes characters, setting, problems, and solutions to the problems. Narratives embrace a variety of literary genres include fairy and folk tales, fables, fantasy stories such as science fiction and horror stories, realistic fiction, historical fiction, mysteries, plays, biographies, and autobiographies.[14] Narratives have characters and plot with a sequence of events. Each

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[13]Janette K. Klingner. ; et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.76. Retrieved on October 20th, 2011 from www.librarynu.com.

[14]JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teachers and Coaches* (New York: The Guilford Press, 2008), p.177. Retrieved on January 2nd, 2013 from www.librarynu.com

narrative is written about characters. These characters live in a setting that is a certain time and place. They experience problems and seek to solve them.

Structurally, most narrative texts have a beginning, where the characters and setting are introduced; a middle, where the plot unfolds; and an end, where any conflicts are resolved (or at least addressed).[15] Many students bring some prior knowledge about narrative text to the classroom, this may be because their parents or caregivers have read to them, their culture has an oral tradition of story retelling, or they have encountered stories on television shows or in movies.

Knapp and Watkins said that narrative has a powerful social role beyond that of being medium for entertainment and also medium for changing social opinions and attitudes.[16] The narrative structure most often features a beginning, middle, and an ending. It most often also features clear story elements or story grammar, including characters, settings, themes, a central problem or conflict, a sequence of events that form a story line or plot, and a resolution to the conflict.

The generic structures of narrative text are:[17]

a. Orientation

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[15]Margot Kinberg, *Teaching Reading in the Content Areas for Elementary Teachers* (Huntington Beach: Shell Education, 2007), p.76. Retrieved on January 2nd, 2013 from www.librarynu.com

[16]Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney:UNSW Press, 2005), p.220. Retrieved on January 2nd, 2013 from www.librarynu.com

[17]John Barwick, *Targeting Text Upper Level* (Singapore: Blake Education, 2006), p.4

This sets the scene, creating a visual picture of setting, atmosphere and time of story. The characters are introduced with some details about their personalities, attitudes and appearence. It is about the opening paragraph where the characters of the story are introduced (who, when and where).

b. Complication

It is about the conflicts or problem that affect the setting, time or character. Usually, the events in the crisis point then the main character have to act to save the situation or disaster.

c. Series of event

The sequence events in the story that affect setting, characters and time.

d. Resolution

The solution found to solve the problems faced by the characters in sequence events.

e. Reorientation/coda

Some narratives have a coda or reorientation that returns the reader to present or sums up the events in the story. In other words, coda or reorientation is about the moral value.

Usually, the generic structures of narrative text only consist of three parts: orientation, complication, and resolution. The evaluation and reorientation only as optional and which evaluation as assessment of the way of story or conflict while reorientation contains conclusion of the end of the story.

The language features of narrative text are:[18]

    a. Focus on specific and individualized participants

    b. The use of material process (action verbs)

    c. The use of some behavioral and verbal processes

    d. The use of relational and mental processes

    e. The use of past tenses

    f. The use of temporal conjunctions and circumstances

Narrative texts also can improve students' motivation in reading. The structures associated with stories or story grammars seem to facilitate comprehension by allowing readers to quickly construct a model of the text. Comprehension techniques include grasping the critical elements of a single text, questioning, summarizing, making inferences, and drawing conclusions about the theme for a narrative or the moral of a fable.[19]

In addition, narrative texts appear to include visualisation in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative text. Furthermore, the purpose of narrative text is to entertain readers, therefore, most readers enjoy reading texts and are excited to know what will happen next in the story.

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[18] Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 2* (Jakarta: Erlangga, 2007), p.74

[19] Robert J. Seidel; et al, *From Principles of Learning to Strategies for Instruction* (New York: Springer, 2007), p.49. Retrieved on November 24th, 2011 from www. librarynu.com

3. The Concept of Dramatic Tableaux Strategy

a. Definition of Dramatic Tableaux Strategy

Dramatic Tableaux is an activity to help students summarize information, to revise their interpretations, to draw conclusions, and to evaluate the reading. It can combine the understanding of both character and plot and can help students synthesize information from their reading. In the process of creating tableau, students are involved in developing their senses, building and activating background knowledge, asking questions, determining what is important, making inferences, and synthesizing the material they have read.[20] Tableau is similar to pantomime in that the actors do not speak, but it is different from miming in that, once posed, the actors are like statueque figures in a picture and they do not move or gesture.[21]

Westwood defines that strategy as a mental plan of action designed to achieve a specific purpose.[22] A drama strategy is a specific way of involving participants in a dramatization. It can involve students and teachers in thinking and working like actors, directors, playwrights,

[20]Minneapolis Public Schools, "*Tableau as a Strategy to increase Reading Comprehension*" 2008, http://opd.mpls.k12.mn.us/sites/daf1e7b3.../What_is_Tableau3.08. Retrieved on February 15th, 2013

[21]Jennifer R. Willcutt, *Arts for Academic Achievement: A Brief Review of Research on Readers' Theatre and Tableau in Literacy Instruction* (Minnesota: Center for Applied Research and Educational Improvement, 2007), p.2. Retrieved on March 27th, 2013.

[22]Peter Westwood, Op.Cit., p.10

audience members, and critics. Drama strategy also invites students and teachers to take text on the page and use it on the stage (classroom).[23]

Tableaux is frozen scenes and usually involves at least three levels; at the beginning, the middle, and the end of story. Tableaux involves students creating visual pictures with their bodies, emphasizing key details and relationships. Students focus on a vocal point, facial expressions, and body language. It is useful for maturing participants' presentational skills as well as audience skills.

In conclusion, Dramatic Tableaux covers many reading comprehension skills such as, summarizing, identifying what is important, visualizing, and understanding character. In addition, it is an engaging and motivating activity that can make all students participate.

b. **Teaching Reading by Using Dramatic Tableaux Strategy**

There are some procedures that must be followed in applying Dramatic Tableaux strategy in teaching reading. The procedures are:[24]

1) Teacher divides students in five groups and provides a scene from a short story in narrative text.

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[23]Lenore Blank Kelner and Rosalind M. Flynn, *A Dramatic Approach to Reading Comprehension: Strategies and Activities for Classroom Teachers* (Portsmouth, NH: Heinemann, 2006), p.9. Retrieved on March, 26th 2013.
[24]Anete Vasquez,et al. Op.Cit., p.82

2) Teacher asks students meet to prepare their tableau. Students can use the question words five W's and an H to brainstorm their scene:

a) Who is in this scene?

b) What are they doing? What are they thinking?

c) Why is this scene important?

d) When (in the story) does this scene take place?

e) Where (in the setting) does this scene take place?

f) How will you present this scene to your audience?

3) Teacher asks students to present their tableau to the class. Groups should be given time to set up their scene before the audience is asked to guess the scene.

4) Teacher asks students to discuss about the scene and how it relates to the story including reviewing the five W's and an H.

5) The teacher and students debrief the use of Dramatic Tableaux.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.[25]

1. Arzu Gungor conducted a research in 2008 entitled "Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes toward

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[25]M. Syafi'i S, *From Paragraph to a Research: A Writing of English Academic Purposes* (Pekanbaru : LSBI, 2011), p.122

Reading." The result of her study indicated that drama was more effective than traditional methods in using reading comprehension strategies and in having the students use more learning strategies. She determined that students in the experimental group had positive perceptions of the Drama method. The experimental group's mean post-test score increased by the treatment (drama) was 3.43 and the control group's mean post-test score was 2.65. The mean of the experimental group higher than the control group.[26]

2. Ramadanis conducted a research in 2012 entitled "The Effect of Using Predict, Locate, Add, and Note (PLAN) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Budi Dharma Senior High School Dumai." She stated that the various method that the teacher used in reading subject made the students interested in reading text but the results were still far from the curriculum expectation. PLAN strategy could facilitate students in activating, building background knowledge and making prediction about the content to be learned. It helped the students to understand and to improve their reading comprehension. At the end of her research, she concluded that there was a significant effect of using Predict, Locate, Add, and Note (PLAN) strategy

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[26]Arzu Gungor, "Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes toward Reading" (Florida: *Journal for Learning through the Arts*, 2008), p.15. Retrieved on March 28th, 2013 from http://escholarship.org/uc/item/4d62r6p9.

in comprehending narrative text. It was proved by the finding that the t-observed was higher than t-table.[27]

C. Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There were two variables in this research, they are independent variable (X) which is using Dramatic Tableaux Strategy and dependent variable (Y) which is Reading Comprehension .

1. Variable X : Dramatic Tableaux strategy. The procedures of this strategy can be seen as follows:[28]

   a. Teacher divides students in five groups and provides a scene from a short story in narrative text.

   b. Teacher asks students meet to prepare their tableau. Students can use the question words five W's and an H to brainstorm their scene.

   c. Teacher asks students to present their tableau to the class. Groups should be given time to set up their scene before the audience is asked to guess the scene.

   d. Teacher asks students to discuss about the scene and how it relates to the story including reviewing the five W's and an H.

   e. Teacher and students debrief the use of Dramatic Tableaux.

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[27]Ramadanis."The Effect of Using Predict, Locate, Add, and Note (PLAN) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Budi Dharma Senior High School Dumai" (Pekanbaru. Unpublished Thesis, 2012).
[28]Anete Vasquez,et al. *Loc.Cit.,* p.82

2. Variable Y : Reading comprehension. The indicators are as follows:

  a. Students are able to identify generic structure.

  b. Students are able to identify language features.

  c. Students are able to identify characters, events and plot in the text.

  d. Students are able to find out the factual information.

  e. Students are able to identify the reference.

  f. Students are able to make inference.

D. Assumption and Hypothesis

  1. Assumption

     There are some assumptions before coming to the hypothesis of this research. They are:

     a. The students who are taught by using Dramatic Tableaux strategy have better reading comprehension.

     b. Dramatic tableaux strategy can be an appropriate strategy in teaching reading.

  2. Hypothesis

     Based on the assumption above, there are two hypothesis in this research, they are:

     H_o : There is no significant effect of using Dramatic Tableaux strategy toward students' reading comprehension on narrative text of second year at MA Darul Hikmah Pekanbaru.

H_a : There is a significant effect of using Dramatic Tableaux strategy toward students' reading comprehension on narrative text of second year at MA Darul Hikmah Pekanbaru.