CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

Reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge[1]. In other word, Brasells says that reading is a multidimensional process that involves the eyes, the ears, the mouth and most importantly, the brain. Reading is a complex process involving a network of cognitive actions that work together to construct meaning

Reading is one of the most important skills in learning language besides listening, speaking, and writing. Furthermore, Kalayo and Ansyari state that reading is an activity with purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read[2]. According to Moreillon reading is making meaning from print and from visual information. In addition Aan Browne states that reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print.

In addition there are three definitions of reading by Johnson[3] :

    a. Reading is the practice of using text creating meaning. The two key words here are creating and meaning. If there is meaning being created there is no reading taking place.

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[1] Judi Moreilon. Collaborative strategies for teaching reading comprehension. Chicago : American library association, 2007.

[2] Kalayo Hasibuan & Muhammad Fauzan Ansyari. *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha Unri press, 2007.

[3] Andrew. P. Jhonson. *Teaching reading and writing. A guidebook fortutoring and remediating for student.* (USA: Rowman and Littkefield Education,2008),p.3-4

b. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create the meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning in reading.

c. Reading is the act of linking one idea to others. Putting ideas together to create a sensible whole is the essential part of reading. It is necessary to know every word for reading.

2. Reading Comprehension

Reading comprehension is a technique for improving students' success in extracting useful knowledge from text. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.[4] To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

Our demanded to read many reading resources because it is our need and important part of our life. Read everything as long as it is useful of us. But, the phenomenon occur when we read some readings, one of them is comprehension. Larry Lewin (2003) states that, reading comprehension is a very complex activity. Reading is difficult-because one most work, one most accomplish multiple things simultaneously. Good readers can afford to forget this because they have become very good at juggling the skills, strategies and aptitudes for understanding the reading.[5]

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[4] Blanton in Peter Westwood, *Op.Cit*, p. 21

[5] Larry Lewin, *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6-12* (San Fransisco: Jossey-Bass, 2003), pp. 2-3

Reading is one of the most useful abilities that college students can develop or improve.[6] According to Josh says reading is like conversation between two people. It is dialogue between reader and author. Good readers bring their knowledge and experience to an author's words to help them understand and recall the text. Good readers, like good conversationalist, are able to use the information to arrive at a deeper understanding of something.[7]

As successful readers process text, they are active, they skim the text and make predictions, they relate ideas in text to their prior know-ledge, they construct images, generate questions and summaries. Furthermore, they identify the purpose of the reading task and the main ideas in the text, monitoring their ongoing understanding of the story or content, repairing breakdowns when comprehension failures occur and integrating the content of the text with what they already know.[8]

Comprehension involves more than the rapid and accurate identification of individual words. Many students in the middle and upper school with reading difficulties cannot identify and process the information contained in phrases, sentences and relationships between sentences and so cannot comprehend the text. They do not understand the purpose of reading a particular text and are unaware that they are failing to meet the requirements of the reading task. Frequently, readers in the middle primary grades struggle to make the transition from learning-to-read, to being independent readers able to read to meet the various demands of the curriculum (reading to learn).

3. Narrative Text

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[6]Richard Veit and Christoper Gould, *Writing, Reading and Research,* Eight Edition (Boston: Wadsworth Cengage Learning, 2009), p. 83

[7]Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions and Technologies* (New Jersey: Lawrence Erlbaum Associates, inc.,2007), p.7

[8]Robert Garran, *Teaching Reading* (Barton: Commonwealth of Australia, 2005).p.27

Narrative is a text focusing specific participants which tells an interesting story. Also, narrative text is a text that tells an imaginative story, although some narratives based on fact. According to Emilia, Narrative text is a text type which tells a story in which people encounter a problem of crisis that they need to overcome it shows how people or groups of people overcome a problem or crisis in their lives.[9] Narrative text has a generic structure in their story. It is orientation, complication and resolution. At the ending of narrative text, the story may present happy or sad ending, also shows the moral value of the story.

Narrative texts have some text types, they are such as folktales, fairytales, legend, fables, myths, cartoon, and many more. The story of narrative text is often fictitious and tells story in past event. The main purpose of narrative text is to entertain and engage the reader in an imaginative experience. Kalayo also states that the social purpose of narrative is to entertain, to create, to stimulate emotions, motivate, to guide, and to teach the reader.[10] Many purposes of narrative above are sometimes not included in whole of story. It is based on the reader what they get from the story itself.

In addition, According to Kalayo Hasibuan, narrative texts have developed in some parts, as follows[11]:

a. Orientation

Introduces the main characters in a setting of time and place. It also tells the physical context of the story, including who are the characters, what they do, when and where they do it. It gives a hint about the problem which the characters will encounter.

b. Complication or Problems

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[9] Emi Emilia. *Teaching Writing Developing Critical Learners*. (Bandung: Rizqi Press, 2010), P. 167
[10] Kalayo Hasibuan and Muhammad Fauzan Anshari, Op.Cit., p. 130
[11] Ibid. P. 130

The main characters find ways to solve the problem. Complication is the center of narrative. It is the reason why the story is told. This is where the reader discovers the problem and something happens which the characters do not expect.

c. Resolution

Is where the problem solved.

Narratives have some linguistics features, which can be listed below[12]:

a. It is sequenced in time, and this is signaled by a range of time connectives: *one upon a time, after a while, first, then.*

b. It uses past tense: *they <u>argued</u> for a long time.*

c. It uses many action verbs which express material processes that describe what happens: *blew, wrapped, shone, exhausted.*

d. It contains dialogues and uses a number of saying verbs (verbal processes), such as: *said, asked, and replied.*

e. Many narratives also use thinking verbs that give us information about what participants are thinking or feeling, such as *wondered, remembered, thought, felt, disliked.*

f. Use descriptive language to describe people and things: *bitterly cold day, long, thick, warm coat,* and to describe how action occurs: *easily, harder, and warmly.*

Based on the statement above, the writer can conclude that narrative is a story that interest to read but has moral value as guide of our life. And then, narrative text is a text that has orientation (introduce the characters, time and place), complication or problem (the characters face problem), and resolution (it will be presented to solve the problem).

B. Concept Attainment Strategy

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[12]Op. Cit, Emi Emilia. P. 169

The Concept Attainment Strategy is an instructional technique proposed by Jerome Bruner that targets the "big idea" or concept. The strategy focuses on the meaning or understanding of a concept rather than on what the concept is called. Specifically, it develops students' thinking and reasoning skills as they examine concepts from narrative and expository texts. Understanding the nature of a word or concept from multiple perspectives has value for developing students' reading comprehension, even if they initially cannot correctly verbalize the terminology for the concept presented.[13] Learners are given specific steps to scaffold their thinking, which include viewing examples as well as nonexamples of a concept. Using inductive reasoning, students are allowed to generalize to other similar and nonsimilar examples before the concept is given a name. With regard to Bloom's (1968) cognitive taxonomy, the technique initially focuses on the comprehension level and then allows students to complete the identification process by determining the name of the concept at the information or memory level. Connections are then made to real-life situations at the application level.

The concept attainment strategy illustrated in this article provides teachers with a framework to help their students develop comprehension of words through the use of a structured thinking and reasoning process that involves confirming or altering their views in ways that are meaningful to them. Teachers can use this strategy to teach vocabulary concepts embedded in narrative and expository texts. This strategy gives teachers a structure they can use to activate their students' knowledge based and enable them to make their own connections to print and real world experiences. By beginning with a basic example and then

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[13] Boulware, B. J., & Crow, M. (2008). Using the concept attainment strategy to enhance reading comprehension. *Reading Teacher*, *61*(6), 491-495.

expanding upon it, students practice relating the known to the unknown. This allows them to better understand the distinctions of word concepts that have a multiplicityof applications.[14]

Because thinking and reasoning occur on multiple levels, learners get benefit from the opportunity to examine concepts through examples and nonexamples that highlight different aspects of the concept presented. Connecting what is known to what is unknown is the basis of developing concept attainment. The Concept Attainment Strategy can be used with students of all ages, ELLs, pupils with special needs, and gifted students. It can be applied in many contexts to develop comprehension using narrative or expository trade books, pictures, words or phrases, and concrete objects.

C. Teaching Procedure by using Concept Attainment Strategy

The procedures for the Concept Attainment strategy are as follows[15]:

1. The teacher presents the concept to be taught

2. The teacher can assist them by placing the words into categories on a whiteboard or in a yes example or a no example.

3. Students view words and phrases on flash cards or whiteboard or sentence strips that represent.

4. Students complete their initial description or hypotheses, after that the teacher can help them formulate a definition.

5. The teacher helps the students refine their knowledge.

6. The teacher allows their students to read their written responses. Teachers then confirm their hypotheses by repeating their definitions or the characteristics of the

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[14] Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

[15] Boulware, B. J., & Crow, M. (2008). Using the concept attainment strategy to enhance reading comprehension. *Reading Teacher*, *61*(6), 491-495.

concept. Following the last words viewed, teachers identify the name of the concept for the students and connect their definitions.

7. Students read the book relevant with concept.

8. The teacher and students discuss their learning process.

D. The Relevant Research

According to Syafi'i, relevant research is required to be observed some previous reseachers conducted by other reseachers in which they are relevant to our research itself.[16] Besides, we have to the point that was focused on, inform the design, finding and concluding of the previous research.

A research from Ismit Tanjung entitled : *Improving Students' Reading Comprehension through Answering Question Concept Map Strategy of the First Year Students at SMA 1 tembilahan Hulu.* He stated that the students reading comprehension was increased by using Answer Question concept Map strategy. It means Answer Question concept Map strategy had significant effect toward reading comprehension.

Rita in 2013 entitled: The Effect of using C/T/Q (Concept,Term,Question) Approach towards Reading Comprehension of the First Grade Students at Senior High School Al-Huda Pekanbaru. The result of the research is there is significant effect of students' reading comprehension from those students who are taught by using C/T/Q approach of the first grade students at SMA Al-Huda Pekanbaru.

Mujiono in 2014 entitled: The Effect of using Concept Attainment Strategy on Students Reading Comprehension of Eleventh Grade Students at MA Hidayatullah Lubuk

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[16] M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007), p. 122

Dalam. The result of the research is there is significant effect of using Concept Attainment strategy on students' reading comprehension on narrative text of eleventh grade students of MA Hidayatullah Lubuk Dalam.

E. Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpreting in scientific study. It is necessary to explain about the variables used in this research. There are two variables used in this research, they are variable X that refers to Concept Attainment strategy and variable Y that refers to reading comprehension.

1. Teaching Procedures by using Concept Attainment Strategy are as follows:

A. Teacher activity

1) Teacher presents and identifies the concept, and then gives examples of each, already labeled as "example" and "non-example"

2) Teacher gives the students another example that is still relation with the concept and gives some questions about the concept.

3) Teacher allows his students to read his written responses.

4) Teacher confirms his hypotheses by repeating his definitions or the characteristics of the concept.

5) Teacher analyzes thinking process students and discusses about the concept.

B. Students activity

1) Students view words and phrases on flash cards or sentence strips and compare the words and phrases representing with the other words and phrases viewed.

2) Students write descriptions/responses or individual hypotheses about the concept.

3) Students read the book relevant with concept.

4) Students discuss their learning process.

5) Students discuss why some of their initial hypotheses were either correct or incorrect and talk about the concept.

6) Students engage in analyzing the types and number of hypotheses shared in the learning experience.

2. The indicators of variable Y (Reading comprehension):

1. Students are able to identify specific information in narrative text

2. Students are able to identify main idea in narrative text

3. Students are able to identify generic structure of narrative text

4. Students are able to infer meaning of an unknown narrative text

5. Students are able to make inferences

F. Assumption and Hypothesis

1. Assumption

The assumption for this research can be exposed as the following:

a. Reading comprehension in narrative text has been studied by eleventh grade students. Thus, it is assumed that eleventh grade students at MA Hidayatullah Lubuk Dalam are able to do assignments on reading comprehension in narrative text.

b. The better Concept Attainment is implemented in teaching reading comprehension; it is assumed that the students' reading comprehension in narrative text can be better result.

2. Hypothesis

The hypothesis of this study can be forwarded as follows:

H_o : There is no significant effect of using Concept Attainment strategy on students' reading comprehension of eleventh grade students at MA Hidayatullah Lubuk Dalam.

H_a : There is a significant effect of using Concept Attainment strategy on students' reading comprehension of eleventh grade students at MA Hidayatullah Lubuk Dalam