CHAPTER II

REVIEW OF RELATED LITERATURE

A.   **Theoretical Framework**

1.   **The Nature of Reading**

Reading is a complex act for human because it is a visual process that begins with one's ability to use one's vision to interpret graphic symbols. Reading requires great visual activity. To read, one must be able to visually distinguish each letter, to identify each letter, have a visual memory for each letter, and recode those letters so that one can recreate the letters, pronounce the letters, or associate sound with the letters[1].Reading is different from writing and speaking. If writing and speaking are productive language skills that require students to practice in order to improve these skills, while reading is related to the students' reading in the texts. It means that writing and speaking are harder than reading. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[2]It requires students to know or what the information can be got from the texts. The students who always read are different significantly from students who do not. Their reading will influence their knowledge. It means that the more students read the more knowledge they have. In addition, Colin Harrison stated that reading not only increases our life skills and extends our knowledge, but also it goes much deeper. He also

---

[1] Stephanie Macceca. 2007. *Reading Strategies for Science*. USA: shell education. p. 4
[2]David Nunan, *Practical English Language Teaching,* Mc Graw Hill, Sydney, 2003, P.68.

argued that in many respects, reading determines how we are able to think, that it has a fundamental on the development of imagination, that exerts the powerful influence on the development of emotional and moral one as well as verbal intelligence.[3]

Dealing with the statement above, the research has shown that reading is only incidentally visual. More information is contributed by the reader by the print on the page. Readers understand what they read because they are able to take the stimulation beyond its graphic representation and assign it as membership to an appropriate group of concepts that is already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world[4].Elizabeth S. Pang, etall Citied that Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's Spoken language. Comprehension is the process of making sense of words, sentences and connected text.[5]

Therefore, reading is interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what the meaning is. Reader's knowledge, skills, and strategies include:

[3]Colin Harrison, *Understanding Reading Development, (*Electronic Book), SAGE Publications, London, 2004, P.3.

[4] H. Douglas Brown.1990. *Teaching By Principles : An Interactive Approach to Language Pedagogy*. New Jersey: Englewood cliffs. p. 284

[5] Elizabeth, et all, *Teaching Reading [Electronic Book]*.Switzerland: International Academy of Education (IAE), 2003. p. 6

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.

3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

4. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).

In other words, reading is a process of visual skill that goes on between the reader and the text for resulting comprehension. In order to get comprehension from the text, the readers must have knowledge, skills, and strategies that they must be integrated together.

2. The Components of Reading

According to the National Reading Panel Report, there are five essential components of effective reading instruction as follows:

a.   Phonemic awareness.

b.   Phonics.

c.   Fluency.

d.   Vocabulary.

e.   Comprehension.

a. Phonemic Awareness

Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. However, it can also be thought of as skill at hearing and producing the separate sounds in words, dividing or segmenting words into their component sounds, blending separate sounds into words, and recognizing words that sound alike or different.

b. Phonics

Understanding phonics and the purpose of phonics instruction involves thinking about how written language was created. Spoken language had existed for a very long time before the need for written communication brought about the invention of various alphabets. When people began inventing the letters of an alphabet to represent the sounds of their spoken language, they eventually saw the need for a set of rules to make spelling consistent from word to word. That is, they understood it would be important for the same letter or letters to be used each time a particular sound was represented. The rules they created to establish consistency in how speech sounds are represented in print are what we now call phonics rules.

c. Fluency

Years ago, fluency was understood to mean rapid word recognition that feed up space in the reader's working memory for use in comprehending the message of the text. That is, fluent readers need to put

less effort into word recognition and have more available for comprehension. Therefore, we now understand that fluency is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sound like spoken language.

d.   Vocabulary

Vocabulary also plays an important role in comprehension. Much of the research dealing with the effects of vocabulary instruction on comprehension has involved children in upper-elementary grades and above; however, the findings have implications for improving comprehension in younger children as well. These findings include support for two instructional practices that improve comprehension: ongoing, long-term vocabulary instruction and teaching vocabulary words prior to making reading assignments.

e.   Comprehension

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction. While fluent decoding is an essential component of skilled reading, it should be considered a prerequisite to strong comprehension rather than an end in itself.[6]

---

[6]The National Reading Panel Report.2004. *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*. USA: Learning Point Associates. p. 1-30

3. Types of reading

According to Brown, there are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks as follow:

1. Perceptive: perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

2. Selective: this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

3. Interactive: the focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

4. Extensive: extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books[7].

4. Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas

---

[7] H. Douglas Brown. 2003. *Language Assessment: Principles and Classroom Practices.* California: Longman. p. 189

or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection texts. The purpose for reading also determines the appropriate approach to reading comprehension[8].

In other words, there are many purposes in reading. One of the important purposes is to make a readers get comprehension from the text that they have read. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. In order to get reading comprehension strategy, there are four-step process are:

1. *Write and say the story parts* (this prompts students to write down the story parts, which focuses attention on the story parts and activates prior knowledge before reading the story).

2. *Read and think* (this step prompts the students to look for story elements while reading).

3. *Remember and write* (this reminds students to write notes about each story part).

4. *Look back and check* (this prompts students to go back through the story and check their work, and they may also add information).[9]

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes:

a. To enhance understanding of the content information presented in a text.

---

[8] Kalayo and Fauzan, Loc. Cit.
[9] Robert Reid and Torri Ortiz Lienemann.2006. *Strategy Instruction for Students with Learning Disabilities.* New York: The Guilford Press. p. 118

b. To improve understanding of the organization of information in a text.

c. To improve attention and concentration while reading.

d. To make reading a more active process.

e. To increase personal involvement in the reading material.

f. To promote critical thinking and evaluation of reading material.

g. To enhance registration and recall of text information in memory.

Improved reading comprehension skills can positively impact many facets of the students' academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Students' interest and motivation in a subject are often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves[10].

5. **Narrative Text**

   a. **Defenition of narrative text**

   Emmot defines narrative as succession of events where some or all of the events are described as they take place within a particular contexts. She divides narrative into two terms, framed text and unframed text. Framed text happens when the reader needs to monitor the context by means of a contextual frame. If events are summarized and presented as background to the main action, it is called unframed text. As a result, in framed text,

---

[10]Muskingum College, *General-Purpose Learning Strategies Reading Comprehension*, http://muskingum.edu/~cal/database/reading.html, retrieved on May, 5 2011

individual sentences refer to an event occurring on a specific occasion. So, the reader can infer and assume continuity of time and place. During the process, the reader can assume the some characters to remain present. For unframed text, no contextual frame needs to be set up by the reader, as there is no such covert continuity.[11]

According to Derewianka the basic purpose of narrative text is to entertain, is to gain and build the reader's interest in a story.[12]According to Nur Zaida, narrative is mainly used to entertain and used past tense. However, present tense can also be used within dialogues[13].

Narrative text structure is usually the first structure that children are exposed to, and not surprisingly they are often more familiar with it than with other structures. Narratives are generally a sequence of events involving characters, actions, goals, and emotions. Skilled readers typically understand this series of events and expect the story to unfold in a certain way. This leads them to ask relevant questions about the story they are reading while they are reading it. Less skilled readers often lack mastery of this schema and must be taught how text is structured and what relevant questions would be[14].

[11] Catherine,Emmot. 1997. *Narrative Comprehension*. Oxford: Clarendon Press. p. 235
[12]Beverly, Derewianka. 1995. *Enquiring How Texts Work*. Victoria: Australian PrintGroup. p. 40

[13] Nur Zaida. 2009. *Practice Your English Competence for SMP/MTS Class VIII*. Jakarta: Erlangga. p. 81-82
[14] Robert Reid and Torri Ortiz Lienemann, opcit, 151

b. Structure of Narrative text:

a. Orientation: this sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are in place for coming complication.

b. Complication: this revolves around conflicts or problems the hero is prevented from reaching his or her goals.

c. Resolution: a solution is found for the problem or challenge[15].

6. **Approach, Method, Technique and Strategy**

In the context of learning, there are familiar terms of approaches, methods, techniques, and strategies. But many of the students of education (prospective teachers) and even the teachers who do not understand deeply, so it can not be explained what are the exact similarities and differences of the terms. Most of them understand each of the terms. Others think differently to these terms, but not able to explain how the difference.

Approach is the way of teachers' view in the learning process. It is the personal philosophy of teaching related to the natur of teaching, the rule of the teacher, the students, the administration, the parents, or how the teacher approaches the students in teaching and learning process. It may be very depending on students he teaches. Anthony in Murcia defined an approach to language teaching is something that refelcts the searching

---

[15] Cliff Watt. 1999. Targeting Text: Narrative, Poetry, Drama, Upper Level. Singapore: BlakeEducation. p. 4-5

model or research paradigm.[16]In short, approach is like a collection of theories, there is no procedure and it is still general.

Then, method can be considered as a way of learning that must be taken to realize the teacher in a real and practical activity in the classroom to achieve learning objectives. Anthony, furthermore, expalins that method is a set of procedures or generalized set of classroom specification for acomplishing linguistics objectives[17]. In short, method is more specific than approach and less specific than technique. Thus, method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activities that represent the narrowest among the three (approach, method and technique).[18] On the other hand, techniques are specific activities manifested in classroom that are consistent with the method in harmony with an approach as well. It concludes a wide variety of exercises, activities or taks used in a langauge classroom. Thus, a technique is a very specific type of learning activity used in one or more methods.

Strategy is under the learners' conscious control;they are operations with the learners' choices to use to direct or check his or her own comprehension.[19] Thus, strategy is about students in performing a few steps in learning process.

[16]Marianne Celce Murcia, *Teaching English As a Second or foreign Language* (Third Edition), (Boston: Heinle & Heinle Thomson Learning, 2001), p.4
[17]*Ibid.*
[18]*Ibid*
[19]*Ibid*

7.   **The nature of Memory Matrix**

a.   **Defenition of memory matrix technique**

The Memory Matrix is simply a two-dimensional diagram, a rectangle is divided into rows and columns used to organize information and illustrate relationships. In a Memory Matrix, the row and column headings are given, but the cells, the boxes within, are left empty. When students fill in the blank cells of the Memory Matrix, they provide feedback that can be quickly scanned and easily analyzed. Then, The Memory Matrix assesses students' recall of important course content and their skill at quickly organizing that information into categories provided by the instructor. By using this technique, teachers can quickly see not only whether their students have memorized the basic information but also how well they have organized that information in their memories.[20] In short, the researcher can conclude that Memory Matrix technique is one of the best techniques for the learners to get information from the text and comprehend the text until the specific thing.

b.   **The Advantages of Memory matrix**

To make sure that the technique is very useful, there are some advantages of Memory Matrix. They are as in the following:

1) Quick and easy.

2) Very helpful for students who are strong visual learners.

3) Helps students manage and organize large amounts of information.

---

[20]Op.cit. p.142

4) Can be used by students as a study aid.[21]

c. **Teaching procedure of memory matrix**

1) Teacher asks the students to provide the information needed to fill in the cells.

2) Teacher asks the students to write only words or brief phrases.

3) Teacher asks the students to set a realistic lower limit for the number of items she expect them to insert in each cell.

4) Teacher asks the students to provide at least three items, for example, can keep them from stalling and blocking in search of the one best answer.

5) Teacher collects the matrices

6) Teacher assess the correctness of information given

7) Teacher completeness of the information given.[22]

B. **The Relevant Research**

To support the researcher' research is required the other researches that are relevant with the writer's research. We have to analyze the relevant researches and find the point of the researches. There are quite many previous researchers regarding the techniques used in teaching reading comprehension. According to Syafi'i (2007:122) relevant research is very useful reference widening our comprehension on related topic. Based on the researcher's effort to find the relevent research related to the memory Matrix technique in teaching reading

---

[21]http://www.utexas.edu/academic/ctl/assessment/iar/teaching/plan/method/cats/EasyChat-01.pdf

[22]Thomas A. Angelo, K. patricia. Ibid.opcit. p. 145

comprehension, the researcher only puts the relevant researches related to the reading comprehension of narrative text.

1. A research was conducted by Irwanto Saputra entitled "The Effect of Using Drawing Conclusion Strategy toward Reading Comprehension at the Second Year Students At SMAN 1 Duri Bengkalis Regency. He researched teaching reading comprehension in Narrative Text. He found that H_0 was rejected and H_a was accepted or there was significant effect on students' reading comprehension in narrative text taught by using Drawing Conclusion strategy. It can be seen from t_o 3.067 is higher than T-table either at 5% =2.00 or 1% = 2.65.

2. A research was conducted by Lia Alfina entitled "The Effect of Using Point, Counterpoint Strategy toward ReadingComprehension of The Second YearStudents at SMAN 3Siak Regency". She researched teaching reading comprehension in Narrative Text. Students' reading comprehension of narrative text taught by using Point, Counterpoint Strategy was categorized into good level. And Students' reading comprehension of narrative text taught by using conventional strategy was categorized into enough level.

The problem which is not yet discussed in the previous research is discussed in this research. This research is focused on the effect of Memory Matrix on Reading comprehension of the first year students at Senior High School 3 Kuala Merbau.

C.   The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in the research. There are two variables used in this research. There is variable X that refers to the effect of using Memory Matrix technique and variable Y that refers to the students' reading comprehension. Therefore, variable X is as independent variable and variable Y is as dependent variable.

1. The indicators of variable X (Memory Matrix technique) are as follows:[23]

    a. Teacher asks the students to provide the information needed to fill in the cells.

    b. Teacher asks the students to write only words or brief phrases.

    c. Teacher asks the students to set a realistic lower limit for the number of items, she expects them to insert in each cell.

    d. Teacher asks the students to provide at least three items, that can keep them from stalling and blocking in search of the one best answer.

    e. Teacher collects the matrices

    f. Teacher assess the correctness of the information given

    g. Teacher complete the information given.

2. The indicators to measure variable Y (students' reading comprehension of narrative text) are as follow:[24]

    a. Students are able to comprehend about orientation in narrative text.

---

[23]Thomas A. Angelo, K. Patricia. Ibid. Op.cit. p.145
[24]Syllabus of SMAN 3 Kuala Merbau 2011/2012. Unpublished.

b. Students are able to comprehend about complication in narrative text.

c. Students are able to comprehend about series of events in narrative text.

d. Students are able to comprehend about resolution in narrative text.

e. Students are able to identify the main idea in narrative text.

f. Students are able to identify explicit information in narrative text.

g. Students are able to identify implicit information in narrative text.

h. Students are able to identify reference from the text

i. Students are able toidentifysynonim or antonim of vocabulary in narrative text.

D. The Assumption and The Hypothesis

1. The assumption

   In this study, the researcher assumes that:

   a. The students' reading comprehension are various.

   b. Teaching by using Memory Matrix can influence the students' reading comprehension.

2. The Hypothesis

Besed on the assumpsion above, the writer can formulate hypothesis as follows:

a. H_o : There is no significant effect of using Memory Matrix technique on students' reading comprehension in Narrative text at Senior High School 3 Kuala Merbau.

b. H_a : There is significant effect ofusing Memory Matrix technique on students' reading comprehension in Narrative text at Senior High School 3 Kuala Merbau.