

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Reading

Reading is one of the most important skills besides listening, speaking, and writing. It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Reading can be enjoyable activity when it is carried out effectively. Reading is an activity with a purpose. The goal of any reading activity is to get the important or very existing knowledge or in order to criticize writer's idea or writing style. A person also read for enjoyment or to enhance knowledge of the language being red. So, a person who reads the reading materials depends on her or his goal.

Many people think that reading only involves the ability to sound the word printed in the page. Many experts have given their definition about what reading really means. According to Harmer, "Reading is an exercise, dominated by the eyes and the brain".¹ It means that, reading is an interactive process, process in which the reader engages in an exchange idea with the writer via text. The exchange usually has a purpose and takes place within a specific context or a setting.

¹Jeremy Harmer. *The Practice English Language Teaching*.(London: Longman, 1991). P, 90

Kalayo and Fauzan stated the reading is an activity with a purpose.² Furthermore, Revers and Temperly discuss seven main purposes of reading:

- a. To obtain information for some purposes or because we are curious about some topics.
- b. To obtain instruction on how to perform some tasks for our work or daily life.
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence to understand business letter.
- e. To know when or where something takes place or what is available.
- f. To know what is happening or has happened (as reported, newspaper, magazines, reports)
- g. For enjoyment or excitement.

Besides in reading process, the reader use knowledge, skills, and strategies to determine what the meaning of the text that they read. Moreover, Kalayo and fauzan said that reader's knowledge, skills, and strategies include:³

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structures into sentences.

²KalayoHasibuan and Fauzan Ansari.*Teaching English as a Foreign Language (TEFL)*. (Pekanbaru,Alaf Riau Graha UNRI Press, 2007). P. 113

³Ibid. p. 115

- b. Sociolinguistics competence: knowledge about difficulty type of text and their usual structure and content.
- c. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrase to link meaning within and across sentence, as well as the ability recognize how coherence is used to maintain the messages unity.
- d. Strategic competence: the ability to use a number of strategies.

It can be concluded that reading is an interactive and a thinking process of transferring printed lattes into meaning in order to communicate messages between the writer and the reader. In reading activity, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

2. The Nature of Reading Comprehension

Reading is the active process for understanding print and graphic texts. Reading is a thinking process. Effective readers know what they read, it is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as reading or asking question) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.⁴

⁴Ibid. p. 115

According to Janette K. Klingner in attempt to improve comprehension instruction, several theories have been proposed that suggest ways to influence to understanding of the teaching of reading comprehension: sache theory, reader response theory, and direct instruction. A brief description of each of these influential theories provides the background for interpreting the instructional practice related to teaching reading comprehension.⁵

The reading comprehension is thus much more than decoding. Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose.

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension, and then on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process include verifying that the prediction being made are correct and checking that readers is making the necessary adjustments when meaning is not obtained. Cognition can be defined as thinking about our thinking in order to teach comprehension process and be able to discuss with the teacher and or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and Meta cognitive skills.⁶

⁵Janette K. Klingner et al. *Teaching Reading Comprehension to Students with Learning Difficulties*.(the Guildford press: New York, London. 2007), p.2

⁶David Nunan, *Practical Language Teaching*, (New York: McGraw Hill, 2003), p, 75

3. The Component of Reading Comprehension

There are five components that may help the students read carefully:⁷

a. Find factual information

Factual information requires readers to scan specific details. The typical questions of factual information include the questions of reason, purpose, result, comparison, identity, time, and a amount in which most of the answer can be found in the text.

b. 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. In other words the ideas are super ordinate while the other subordinate.

c. Reference

In English, as in other language it would be clumsy and boring to repeat the same word or 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. Reference words are usually short and are frequently pronouns, such as it, she, its, those, and so on.

d. Inference

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

⁷MalsiSusanti. *The Effect of Using PACER Strategies on students' Reading Comprehension of The Second Year at SMA N 1 LipatKain Kampar Kiri District of Kampar Regency.* (Unpublished, 2012), p. 13

e. **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 to evaluate reading material.

4. **The Nature of Reading Comprehension in Narrative Text**

Narrative is a realistic, imagined or factious story. It is written to entertain, amuse, and interest the reader but simultaneously teaches, explains or informs.⁸ This text commonly describes human or human's fantasy creature experience. Narrative can be divided into two types:⁹

a. **Traditional Fiction**

Traditional fiction including:

1) **Folktales**

Folktales are a story that has been padded down orally from one generation to another. The characters usually have a good or bad character and by the end of story they are rewarded or punished.

⁸Novianti Sri Rejeki. *The Effect of using 3H Strategy towards Reading Comprehension in Narrative Text of The First Year Students at SMA N 1 Tapng of Kampar Regency*. (Unpublished, 2012), p, 12

⁹*Ibid*, p, 12

2) Fairy tales

This is a kind of traditional tales that tells magic and talking animal, and of elves, sprites and other little people. Fairies always some as the character.

3) Parables

A short story used to example a belief, a moral or spiritual lesson.

4) Fables

Fable is a story which often contains animals as the character. This story usually has animals that speak and act like human beings. This text teaches a moral or lesson to the reader.

5) Moral tales

Moral tale is a story which teaches the reader to be good habit. This genre convinces the reader to become mannerly human.

6) Myths

An ancient story is created to explain the mysteries some natural forces of nature, religious belief of social phenomenon. The god and goddess have supernatural power but human characters often do not.

7) Legend

This can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.

b. Modern fiction

Modern fiction can be classified into the following:

- 1) Modern fantasy
- 2) Contemporary realistic fiction

Narrative text consists of certain structures. The structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Here are the structures of narrative text:

a. Orientation

This sets the scene, creating a visual picture of setting, atmosphere and time of story. Character and some minor characters are introduced with some details about their personalities, attitudes and appearance. The clues are set in place for the coming complication.

b. Complication

This revolved around conflicts or problems that effect the setting, time or character. The hero is prevented from reaching his or her goal. A problem or a series of problem interrupt or complicates the lives of the characters.

c. Series of Event

The story continues through a series of expected and unexpected events. The events can change from sad, humor, and joy to many more emotional conditions.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problem or challenge.

e. Reorientation/Coda (Optional)

Some narratives have a coda or re-orientation that returns the reader to present and sums up the events.

According to Janette, reading comprehension is the process of constructing meaning by coordinating number of complex processes that include word reading, word and world knowledge, and fluency.¹⁰

Reading comprehension has been described as a complex intellectual process involving a number of abilities. Reader must use information already acquired to filter interpret, organize, reflect upon and establish relationship with the new incoming information on the page. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost of all the words can 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.¹¹

Effective comprehension requires that the reader maintain the meaning throughout the reading of the text. If meaning is lost the reader should be aware of this fact immediately and take necessary compensatory action.¹² It means that to get effective comprehension, the reader should be maintain the meaning of the text. Because from the meaning of the text, we can comprehend or understand what the text mean.

¹⁰Janette K. Klingner, *et. al.*, *.Op. Cit.*, p, 2

¹¹Peter Westwood.*Reading and Learning Difficulties approaches to Teaching and Assesment.*(Australia:Acer Press, 2001), p, 10

¹²*Ibid*, p, 11

In this research, the writer discusses five components which are appropriate with the senior high school curriculum as follows:¹³

- a. Finding factual information. It requires readers to scan specific details. The reader must be able to recognize the factual or certain information in detail such as person, places, events, and time. The factual information question are generally prepared for junior high school students are those with appear why-question.
- b. Identifying main idea. Reading is concerned with meaning to greater extent than it is with form. Finding main idea of paragraph consisting main sentence and select the main idea not only in the beginning of paragraph; it can be in the middle and the second paragraph. Efficient reader understand not only the ideas, but also the relative significances as expressed by the writer. Sometimes the main idea is not stated clearly, just implicit.
- c. Locating the meaning of vocabulary in context. It means that reader could develop his guessing ability to the word which is not familiar that the close meaning of unfamiliar words to the information and the topic of paragraph.
- d. Identify references. In order to avoid repeated words or phrases, the author used reference words. Recognizing reference words and being able to identify the word or phrase to which they refer will help the reader understand the reading passage.

¹³Erma Damayanti. *The Effect of Using Prediction and Inference Strategy Toward Students' Reading Comprehension at The Second Year of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Regency*. (Unpublished: Pekanbaru), p.10-11

- e. Making inference from reading text. Inference is where the reader has to be able to read between the lines.

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.¹⁴ Reading comprehension is also defined as the reader's ability to understand the written text. The scope of reader's understanding is not only able to catch the meaning of every single word but also all aspects which are related to the text itself.

Current views about reading comprehension are as follow:¹⁵

- a. An active, constructive process before, during and after reading.
- b. An interaction between the reader and the text.
- c. The dynamic, interactive process of constructing meaning.
- d. Means combining the reader's background experience or prior knowledge with the new text information within the context of the reading situation.

There are certain elements entails 3 elements:¹⁶

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

¹⁴Peter Westwood, *Op.Cit.*,p. 31

¹⁵Rebecca D. Alcantara, *et. al.*, *Teaching Strategies 1*, (3rd ed.; Makati City: Katha Publishing Co. Inc, 2003), p. 80

¹⁶C. E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Ebook), (CA: RAND/Science and Technology Policy Institute, 2002), Retrieved on March 30, 2011 from: <http://www.rand.org>, pp. 11-17

Teacher has an important role to create the students who have a good comprehension of the text. Teacher can prompt and guide students to apply some comprehension strategies. Teacher also has to model how to apply those comprehension strategies. Teaching methods, techniques and strategies also have a particular impact to students to learn reading with goal of deep comprehension and understanding.

In this research, reading comprehension of narrative text is defined as the reader's ability to comprehend a text with genre narrative. The comprehension of narrative text depends on the aspects depicted above. The indicators from syllabus in teaching reading narrative text will be used as the indicators to measure the students' comprehension in narrative text.

5. Students' Reading Comprehension in Narrative Text

Student him or 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 text that is taught in majority classroom context. Therefore, students must interact with this text genre.

There 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:¹⁷

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

Main idea is what 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 a topic sentence. Main idea can be found in a whole passage.

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

A story specially 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 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 purpose is 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.

¹⁷Ilham Akbay Yarmi, *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), p. 21-22

- 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:¹⁸

- 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 for 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

¹⁸H. Douglas Brown, *Language Assessments: Principal and Classroom Practices*, (New York: Pearson Education, Ltd., 2003), pp. 188-189

Anderson et. al. in Nunan 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.¹⁹ 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 are appropriate for the types of texts and understand how to apply the accomplish the reading purpose.²⁰ 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.

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 to comprehend narrative text. This makes narrative text easy if the teacher teaches the students to apply the reading comprehension strategies.

6. 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 affecting

¹⁹David Nunan, *Practical English Language Teaching*, (Avenue of America, New York: McGraw-Hill Companies, Inc., 2003), p, 76

²⁰Drs. KalayoHasibuan&Fauzan Ansari, *Op. Cit*, p. 115

comprehension and the failure to comprehend are absolutely the same as the other. Comprehension of a text will occur depending on certain activities of the readers. Successful readers do the following activities consciously or unconsciously that enable them to comprehend the text well:²¹

- 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
- 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

²¹Novianti Sri Rejeki. *The Effect of using 3H Strategy towards Reading Comprehension in Narrative Text of The First Year Students at SMA N 1 Tapng of Kampar Regency*. (Unpublished, 2012), p, 17

- 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.²² Efficient interpretation of the new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connection, questioning, inferring, and predicting.²³

7. The Nature of Paragraph Shrinking

The aim of teaching reading is to develop the students' ability. Therefore, they can read and understand the English text effectively and efficiently. In teaching reading many students sometimes are unable to get complete understanding of the texts. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words. It means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non relevant information, and tolerate less than word-by word comprehension therefore those students need strategies in order to overcome the problems.

Paragraph shrinking is a simple strategy for identifying the main idea of a paragraph or short section of text.²⁴ It is usually taught with reading strategies that are implemented using peer-assisted learning

²²Peter Westwood. *What teacher Need to Know about Reading and Writing Difficulties*. (Australia: Acer Press, 2008), p, 31

²³*Ibid*, p, 31

²⁴Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York, London : The Guilford Press, 2007), p.117

strategies. The goal of using paragraph shrinking is to help students develop their reading comprehension skills and understand what they read.

Danielle said that Paragraph Shrinking is designed to develop comprehension through summarization and main idea identification.²⁵

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom.

8. Teaching by Using Paragraph Shrinking Strategy towards Reading Comprehension on Narrative Text.

When we think of the word "shrink," we think about something getting smaller. That is exactly what the students will do with paragraphs that they read. They are going to learn how to pick out the most important information in a paragraph or a set of paragraphs. The most important information is called the main idea.²⁶ The steps of paragraph shrinking are as follows:

- a. Identify the subject of the paragraph by looking for the who or what the paragraph is mostly about.
- b. State the most important information about the who or what.
- c. Say the main idea in 10 or fewer words.

²⁵Danielle S. McNamara, *Reading Comprehension Strategies*, (USA : Laurence Erlbaum Associates Inc. Publishers, 2007), p. 185

²⁶Elizabeth Jankowski, *Vocabulary and Reading Comprehension, Paragraph Shrink (Summarization)*, (University of Oregon : The Center on Teaching and Learning College of Education, 2000). From (<http://oregonreadingfirst.uoregon.edu>)

B. The Relevant Research

1. A research from Nur Hikmah Laila

According to Nur Hikmah Laila, there are some conclusions that she got about the effect of using printed mass media through students' ability in reading comprehension. The researcher found that the use of printed mass media as the tool or media strategy for teaching reading comprehension could enhance students' reading comprehension ability. From the observation, the researcher found that during the action, the students have shown their improvements, such as they are able to comprehend the text well, the situation of teaching and learning English become more joyful and interesting, and all of the students were involved in the teaching and learning process.

2. A research from Egis Fajruna El Mubarak

In his research, he tried to find out whether there is a significant effect of using pre-Questioning toward Reading Comprehension Achievement of the second year students at Junior High School Arroyan Attaqwa Pekanbaru. He concluded that, there is significant effect of using pre-Questioning toward Reading Comprehension Achievement. Related to this study, two kinds of pre-Questioning above can make the student easily predict and delimit the topic discussed in the text after they read, and answer the pre-Questioning.

C. 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

experimental research which focuses on gaining the effect of using Paragraph Shrinking towards students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are :

1. Variable X is Paragraph Shrinking strategy.

Paragraph Shrinking strategy is an independent variable. Paragraph Shrinking reading comprehension strategy refers to the teacher's strategy in teaching reading.

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

Students' reading comprehension is dependent variable.

Variable X

The following treatment as a collection of procedures of the implementation of Paragraph Shrinking strategy can be seen as the following steps:

- a. The students identify the subject of the paragraph by looking for the who or what the paragraph is mostly about.
- b. The students state the most important information about the who or what.
- c. The students' say the main idea in 10 or fewer words.

Variable Y

Reading Comprehension on Narrative Text (Y variable)

- a. The students are able to find factual information of the text.
- b. The students are able to identify main idea.
- c. The students are able to find specific information
- d. The students are able to find content
- e. The students are able to make inferences from the reading text.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assume that:

- a. The students' reading comprehension in narrative text taught by using Paragraph Shrinking Strategy is various.
- b. The students reading comprehension taught without using Paragraph Shrinking Strategy is various.
- c. The better implementation of using Paragraph Shrinking Strategy in teaching the better students' reading comprehension in narrative text will be.

2. Hypotheses

Alternative Hypotheses (Ha):

- a. There is significant effect of using Paragraph Shrinking Strategy towards students' reading comprehension in narrative text of the second year students at SMA N 3 Pekanbaru.

The Null Hypotheses (Ho)

Ho: There is no significant effect of using paragraph shrinking strategy toward reading comprehension in narrative text at the second year students of SMA N 3 Pekanbaru.