

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Reading Comprehension of Narrative text

Reading is one of four important language skills that should be mastered by students. It is one of the ways for getting knowledge that cannot be separated from every learning process and it does not only happen in educational field but also in our daily life. For getting knowledge and information, people read books, magazines, newspapers, advertisement and etc. Nation states that reading is a source of learning and enjoyment.<sup>1</sup>It can help students learn a new vocabulary and grammar. It also makes them enjoy the reading. They can learn more and more by reading.

According to Richard, reading means perceiving a written text in order to understand its contents. This can be done silently (silent reading).<sup>2</sup> It is a particular way in which the readers understand texts, passages, paragraphs even books and an ability to understand and find out the information presented in the form of written text.

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<sup>1</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p. 49.

<sup>2</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education, 2002), p.443.

In addition, Goodman in Majdi Abdullah Ahmad defines<sup>3</sup> reading as a receptive process of written communication. According to him reading begins with a linguistic surface expression encoded by a writer and ends with meaning in which the reader decoded. On the other hand, Grebe states<sup>4</sup> that reading is not merely a receptive process of picking up information from the page in a verbatim manner but it is a selective process which is characterized as an active process of comprehending.

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity.<sup>5</sup>It is a dynamic process in which the reader works actively to construct meaning from the material. In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning. Therefore, Students must be able to adjust their reading to fit the type of material being presented. Effective readers are involved in the process of reading and look for meaning actively. Ineffective readers play a passive role during reading. They do not connect the text material with their prior knowledge.<sup>6</sup> In other words, students can combine their background

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<sup>3</sup> Majdi Abdullah Ahmad AD-Heisat, “*The Use of Reading Strategies in Developing Students’ Reading Competency among Primary School Teachers in Malaysia*”. European Journal of Social Sciences – Vol 12, N0 2 (2009), p. 31.

<sup>4</sup> Ibid.

<sup>5</sup> Hesham Suleiman Alyousef, “*Teaching Reading Comprehension to Eel/Efl Learners*”, *The Reading Matrix*, Vol. 5, No. 2(2005), p.144.

<sup>6</sup> Lynne Bell, “*Using Reading in Content Area Strategies to Improve Student Understanding In Family and Consumer Sciences*”. Vol. 23, No. 2, Fall/Winter, (2005), p. 1.

knowledge with the information from the text while reading. It can help students in understanding the text easily.

According to Patel, Reading is the most useful and important skill. It is a source of joys and good reading keeps students regular in reading which provide them pleasure and profit.<sup>7</sup> Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students know everything, such as education, politic, social, culture, religion, health and etc. All of that information can be obtained by reading.

W. S. Gray in Patel notes Reading is a form of experience. It brings students in contact with the minds of great authors, with the written account of their experiences.<sup>8</sup> Reading is necessary in language learning. It is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.<sup>9</sup> It is an important activity for expanding knowledge of language. Students can increase their knowledge and update their information.

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<sup>7</sup>M. F.Patel and PraveenM. Jain, *English Language Teaching* (Jaipur: Sunrise Publisher, 2008), p. 113.

<sup>8</sup>Ibid, p. 114

<sup>9</sup>Ibid

According to Patel and Preven, there are two types of reading, they are:<sup>10</sup>

- a. Intensive reading. It is aloud reading. In this type, the reader or learner reads the text to get knowledge and carry out the specific information.
- b. Extensive reading is silent reading. It is reading for pleasure. The reader wants to know about something. He does not care about specific or important information after reading. The purpose of this type is to update reader's knowledge.

Based on the type of reading above, a reader has to know what type of reading that is used. Because each type of reading has different purposes.

There are several stages in reading process. They are:<sup>11</sup>

- a. The first stage is 'the recognition stage'. At this stage the student simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. The difficulty of this stage depends upon the differences between the script of the student's mother tongue and English, and the differences between the spelling conventions of two languages.

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<sup>10</sup>Ibid, p. 115

<sup>11</sup>Ibid, p.114

- b. The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learners comprehend the significance of a word, a phrase, or a sentence in the overall context of the unnecessary information. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

Reading can not be separated from comprehension because the purpose of reading activity is to comprehend what has been read. According to Celce-Murcia, reading is taking general comprehension as the example requires that the reader draws information from a text and combines it with information and expectations that a reader already has.<sup>12</sup> Reading comprehension is the ability to understand a written passage of text. It is defined as the level of understanding of a text or message. Reading comprehension is essentially the ability to understand what has been read by readers.

Chiara Meneghetti et al, define reading comprehension is a complex cognitive ability requiring the capacity to integrate text

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<sup>12</sup> Marianne Celce-Murcia, *Teaching English As A Second Language And Foreign Language* (New York: Heinle, 2001), p. 154.

information with the knowledge of a listener or a reader and resulting in the elaboration of a mental representation.<sup>13</sup> Reading comprehension involves much more than readers' responses to text. It is a multi component, complex process that involves many interactions between readers and what they bring to the text or background knowledge as well as variables related to the text itself (interest in text, understanding of text types).<sup>14</sup> It involves a complicated process.

According to Grabe in Celce-Murcia, there are six general component skills and knowledge areas of complex reading process. They are:<sup>15</sup>

- a. Automatic recognition skill: a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- b. Vocabulary and structural knowledge: a second understanding of language structure and large recognition vocabulary.
- c. Formal discourse structure knowledge: an understanding of how texts are recognized and how information is put together into various genres of text.

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<sup>13</sup>Chiara Meneghetti et al, *Components of reading comprehension and scholastic achievement*(Padova Italy: University of Padova, 2006), P. 1.

<sup>14</sup>Janette K. Klingler, et al, *Teaching Reading Comprehension to Students With The Learning Difficulties* ( New York: The Guildford Press, 207), p.8

<sup>15</sup> Celce-Murcia, loc.cit.

- d. Content or world background knowledge, prior knowledge of text related information and a shared understanding of the cultural information involved in text.
- e. Synthesis and evaluation skill or strategies: the ability to read and to compare the information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.
- f. Metacognitive knowledge and skill monitoring: an awareness of one's mental process and the ability to reflect on what one is doing and the strategies one is employing while reading.

There are many types of reading text being learned by the senior high schools. The types intended are report, narrative, analytical exposition, hortatory exposition and spoof text.

**a. Report<sup>16</sup>**

Report is a text which presents information about something. It is as a result of systematic observation and analysis.

The generic structures of report text are:

- 1) General classification: Stating classification of general aspect of thing; animal, public place, plant, etc. which will be discussed generally.

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<sup>16</sup>Learn to English, "Report Text," Entry posted on July 29, 2010, <http://popernity.blogspot.com/2010/07/report-text-definition-of-report-report.html>. (Retrieved on 22 April 2013).

- 2) Description: Describing the thing which will be discussed in detail; part per parts, customs or deed for living creature and usage for materials

**b. Narrative<sup>17</sup>**

Narrative text is a text which contains about story and its plot consists of climax of the story then followed by the resolution. The purpose of narrative text is to amuse, entertain and deal with actual or vicarious experience in different ways. The generic structures of a narrative text are:

- 1) Orientation: this part tells about the character, time, and place.
- 2) Complication: this part tells about the problem that occurs in the story.
- 3) Resolution: The crisis is resolved, be better or worse.

**c. Analytical Exposition<sup>18</sup>**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The generic structures are:

- 1) Thesis: Introducing the topic and indicating the writer's position

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<sup>17</sup>Isdaryanto, "Definition of Narrative, Text", [http:// www. isdaryanto. com/definition-of-narrative-text](http://www.isdaryanto.com/definition-of-narrative-text) (Retrieved on 22 April 2013).

<sup>18</sup>Scribd, "Analytical Exposition," [http://www.scribd.com/doc/62751169 /Analytical-Exposition-Text](http://www.scribd.com/doc/62751169/Analytical-Exposition-Text). (Retrieved on 22 April 2013).



- 2) Arguments: Explaining the arguments to support the writer's position
- 3) Reiteration: Restating the writer's position

#### **d. Hortatory Exposition.<sup>19</sup>**

Hortatory exposition is a type of spoken or written text that is intended to persuade a listener or a reader that something should or should not happen or be done. The purpose of hortatory text is to persuade readers to do, think, and consider as like the writer does. The generic structures of analytical exposition are:

- 1) Thesis : Statement or announcement of issue concern
- 2) Arguments : Reasons for concerning that will lead to recommendation
- 3) Recommendation: Statement of what should or should not happen or be done based on the given arguments.

#### **e. Spoof<sup>20</sup>**

Spoof Text is a text which tells about factual story, happened in the past time with unpredictable and funny ending. It is used to entertain the readers with a humorous story. The generic structures of spoof text are:

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<sup>19</sup> Ryan Oktapratama, "Hortatory Exposition" entry posted on December 19, 2012, [http://ryanoktapratama.blogspot.com/2012/12/hortatory-exposition\\_19.html](http://ryanoktapratama.blogspot.com/2012/12/hortatory-exposition_19.html). (Retrieved on 22 April 2013).

<sup>20</sup>Noerdin. "Definition and generic structure of spoof text" Education, Entry posted on March 19, 2013 <http://nurdiono.com/education/students-area/154-definition-and-generic-structure-of-spoof-text.html#.UYjACWdef1U>. (Retrieved on 22 April 2013).

- 1) Orientation (introduction of the participant of the story, where it happens and when. By giving the orientation, reader will recognize the story).
- 2) Event (tells about the chronological of the story. Several events are explored in chronological way which is able to arrange the story read nicely).
- 3) Twist (an unpredictable plot in the end of the story which amuses a reader. Readers even did not predict before that it would be).

Based on the problem, this research focuses on narrative text. According to Nurzaida, narrative is mainly used to entertain in past tense. However, present tense can also be used within dialogues.<sup>21</sup> For adult learner narrative is very familiar with them. 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.<sup>22</sup> Narrative text has several kinds. They are:<sup>23</sup>

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<sup>21</sup>NurZaida, *Practice your English Competence for SMP/MTS Class VIII*, (Jakarta: Erlangga, 2009), p 81-82

<sup>22</sup>Robert Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students With Learning Disabilities* (New York: The Guilford Press, 2006)p.151

**a. Legend**

A legend is a narrative of human actions that is perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text is Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu and The story of Toba Lake.

**b. Fable**

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The examples of fable in narrative text are Mouse deer and crocodile, The Ants and the Grasshopper, The smartest parrot and the story of monkey and crocodile

**c. Fairy tale**

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are

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<sup>23</sup>English Direction, "Kinds of Narrative," Entry posted on March 01, 2011, <http://www.englishdirection.com/2011/03/kinds-of-narrative.html> (Retrieved on 02 June 2013).

Cinderella, Snow white, Pinocchio, Beauty and the beast and The story of Rapunzel

#### **d. Science fiction**

Science fiction is a fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world. Some examples of science fiction are *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein and *A Space Odyssey* by Arthur C. Clarke.

In this case, the writer chooses legend type that will be read by students. The type of legend is about Indonesian folktales. Based on background of the problem, this type can make students easier in understanding text. Indonesian folktales relate to the students' background knowledge. Therefore, students are able to connect their background knowledge to the text.

In addition, there are some indicators of reading narrative text comprehension. They are:<sup>24</sup>

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

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<sup>24</sup>Yudi Prasetya, , *Silabus Bahasa Inggris Kelas XI MA Miftahul Huda*. Unpublished, 2013.

- b. The students are able to identify the generic structure of narrative text.
- c. The students are able to analyze the meaning of certain words in narrative text.
- d. The students are able to identify the references of certain words.
- e. The students are able to find out the factual information of the text.

For the first indicator can be found in the first generic structure of narrative text; orientation and the second until fifth indicator can be found in all generic structures of narrative text; orientation, complication and resolution.

## **2. The Book Club Technique**

There are a number of the ways to help language learners more active and effective. It can be distinguished into three areas. They are: *approach*, *method*, and *technique*. An approach is viewed as overall theories about learning language, which then lend it-self to the approach of language teaching and learning in a certain manner. A method is of viewed as a series of procedures or activities used to teach language in a certain way. A technique is seen as one activity or

procedure used within a plan for teaching.<sup>25</sup> In other words, approach is the theory of language teaching that focuses on teacher. A method is series of activities that is used in classroom for getting the goal of learning and a technique is a well-defined procedure used to accomplish a specific activity or task. In this research, the writer uses a technique in language teaching.

There are many numbers of techniques that can be used in teaching reading comprehension; one of them is book club Technique. This technique helps a reader comprehends the text easily and makes reading more fun. It requires readers or students to discuss in small group and introduces reading to students as an interactive and social experience. Book Club will guide teachers to help students develop a sense of community and accomplishment as they participate within their groups.<sup>26</sup> Teacher can be a facilitator for students in reading class. It makes it easy for students to understand the reading text.

A Book Club is a group of students that consists of four or six members who are reading the same book and meet together to discuss what they have already read. It helps students become better readers by combining collaborative learning with student centered inquiry. The whole purpose of Book clubs asks for students to read and discuss

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<sup>25</sup> Deborah L. Norland, and Terry Pruett-Said, *A Kaleido scope of Models and Strategies for Teaching English to Speakers of Other Languages* (London: teacher ideas press, 2006), p. x

<sup>26</sup> Noveria Gillison, et al, *Book Clubs: Developing Autonomy in Engaging with Literature* (New York: District 75, 2004), p. 5.

literature with their peers.<sup>27</sup> Besides, students are also encouraged to generate their own discussion topics as they participate in an opening and natural conversation about the book. Discussions can be held during face-to-face class time, outside of class, or online. When finished, each book club gives a formal presentation to the whole class, using their responses to the reading guide as the basis for a synthesis of what they learned.<sup>28</sup> It can be applied in or outside classroom.

This technique can help the teacher choose an interesting book for students. It makes reading class more active and fun. According to Cindy, this technique can be applied in secondary classroom. It can help the second year students become an active reader.<sup>29</sup> Therefore, the second year students can use this technique to improve their reading comprehension and make reading process more fun. They can discuss their understanding about the text together by using Book Club Technique.

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<sup>27</sup>Ibid.

<sup>28</sup>Elizabeth F. Barkley, *Student Engagement Techniques A Handbook for College Faculty* (San Francisco: Jossey-Bass, 2010), p. 212.

<sup>29</sup>Cindy O'Donnell-Allen, *The Book Club Companion: Fostering Strategic Readers in the Secondary Classroom* (Electric Book: Heinemann, 2006), [http://www.amazon.com/Book-Club-CompanionFosteringStrategic/dp/0325008299/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1367248868&sr=1-1&keywords=0325008299](http://www.amazon.com/Book-Club-CompanionFosteringStrategic/dp/0325008299/ref=sr_1_1?s=books&ie=UTF8&qid=1367248868&sr=1-1&keywords=0325008299) (Retrieved on 02 June 2, 2013)

From the explanation above, there might be some advantages of Book Club technique toward reading comprehension of the second year students of senior high school. They are:<sup>30</sup>

- a. Reflect a student-centered model of literacy (employing the Gradual Release of Responsibility).
- b. Encourage extensive and intensive reading
- c. Invite them to involve in natural discussions that lead to student inquiry and critical thinking
- d. Support them to diverse responses to text. In this study students are able to respond to narrative text.
- e. Make students foster interaction, cooperation and collaboration. Students can share their opinions or ideas with their partner in a group.
- f. Make students have natural reflection and self-evaluation. They can evaluate themselves about their reading comprehension. Whether they are able to comprehend text well or not.

In using Book Club technique there is some consideration in choosing book. It should be done by teacher. The consideration is as follows:<sup>31</sup>

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<sup>30</sup>Noveria Gillison, Op.cit., p. 8.

<sup>31</sup> Taffy E. Raphael, et al, *Book Club: A Literature Based Curriculum 2thEdition* (Electric Book: Small Planet Communication, 2002), pp.62-63 <http://www.smlplanet.com/store/bookclubsecond> (Retrieved on 1 May 2013).



- a. The book should be potential for discussion. A teacher chooses the interesting book which motivates students to read.
- b. The book should be developedly appropriate. The book that was chosen should be appropriate with students' ability.
- c. The atmosphere of the reading session should be conducive.
- d. The students' familiarity with the content of the material. It means the material should be related to the students' background knowledge.
- e. The degree of text difficulty.
- f. The materials of book relate to the curriculum.
- g. The availability of the book. The book is enough or not for all students.

### **3. Teaching Reading Comprehension by Using Book Club Technique**

The following are procedures of Book Club technique in classroom.<sup>32</sup>

- a. The teacher chooses some short texts from a book that will be read by students.
- b. The teacher writes up a meeting and reading schedule. Teacher might ask students to read one topic per-week.
- c. The teacher divides students into small groups(four or six students)
- d. The teacher asks each group to read different topic of the same book.

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<sup>32</sup>Kathryn Walsh, *How to Use Book Clubs in the Classroom*.[http://www.ehow.com/how\\_7711427\\_use-book-clubs-classroom.html](http://www.ehow.com/how_7711427_use-book-clubs-classroom.html) (Retrieved on March 24, 2013).

- e. The teacher writes up a list of questions and discussion topics. The teacher might give them some questions easy to talk about, like who their favorite characters are and why. Move up to more critical-thinking questions, such as what they are learning from the book.
- f. The teacher guides the students during the reading activity. In order to know whether or not they understand the text.
- g. The teacher asks each group to present their final report about reading text to the whole class in an oral presentation.
- h. The teacher evaluates or asks every member of each group.

## **B. Relevant Research**

According to Syafi'i,<sup>33</sup> relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research being conducted. The writer has to analyze the point that was focused on, informs the design, finding and draw conclusion from the previous research.

### **1. A Research by Stephanie Huffman.<sup>34</sup>**

In her research entitled "The Effects of Book Clubs on the Reading Attitudes of Middle School Students". The participants of this research were of sixty middle school students of two local middle

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<sup>33</sup>M. Syafii et.al. *From Paragraph to a Research Report: A Writing of English for Academic Purpose* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007). P. 122

<sup>34</sup>Stephanie Huffman, *the Effects of Book Clubs on the Reading Attitudes of Middle School Students* (Arkansas: University of Central Arkansas, 2009).

schools in Arkansas City who volunteered to participate in a book club offered one day per week before the school day began. Book club was implemented weekly on Wednesday. Stephanie Huffman used questionnaire for collecting the data. She concluded that the effect of exposure to an independent book club on the attitudes of struggling readers was clearly evident. It means that the book club has a positive effect toward students' reading attitude. If students have positive attitude in reading, it shows that they comprehend the reading text well.

## 2. A Research by Rachel Nichols.<sup>35</sup>

The title of his research is "A Book Club's Impact on Parents Support of Adolescent Reading". This research was located in suburban school district in western New York State. It took participants from a self-selected convenience sample of parents of students on sixth grade team. All parents of the eighty students on the team were given the opportunity to participate; however, those who chose to participate did so base on their ability to attend meetings and their perceived need for the information that the meetings provided. The data of his research were collected by survey and phone interview. The conclusion was that the use of Book Club for parents made them feel more confident in supporting their adolescent readers. It helped parents to be confident in improving their adolescents'

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<sup>35</sup> Rachel Nichols, *A Book Club's Impact on Parent Support of Adolescent Reading* (New York: University of New York, 2011).

reading comprehension. It means there is positive impact of Book Club technique for parents.

### **3. A Research by Dalia Jamal Alghamdi.<sup>36</sup>**

The title of her research is “The Effect of Using Book Clubs to Improve Literacy and Build A Learning Community Among Under-Performing Elementary Students”. This research was conducted to determine the implication of students’ self-identification upon academic performance and social well-being. She investigated how, through the use of a book club, attitudes and skills can be altered or improved and what the impact of this changed attitude may be. The participants of her research were four female students out of twenty Grade 7 students from the Toronto District School Board volunteered to participate. The students who participated in the book club chose to read “*Three Cups of Tea*” by Greg Mortenson and David Oliver Relin. Dalia used observation and interview to collect the data. There are some positive effects of Book club, they are: (a) the small community for their learning development as well as the larger community, (b) student academic performance, (c) social interactions, and (d) student identity as readers and learners.

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<sup>36</sup> Dalia Jamal Alghamdi, *The Effect Of Using Book Clubs To Improve Literacy And Build A Learning Community Among Under-Performing Elementary Students* (Toronto: University of Toronto, 2011).

### **C. Operational Concept**

There are two variables of this research, variable X and Y. Variable X is the using of Book Club Technique. Variable Y is the students' reading narrative text comprehension.

#### **1. The indicators of variable X (Using Book Club Technique)**

- a. The teacher chose some short texts from a book to be read by students.
- b. The teacher wrote up a meeting and reading schedule. Teacher might ask students to read one topic per-week.
- c. The teacher divided students into small groups (four or six students)
- d. The teacher asked each group to read different topic of the same book.
- e. The teacher wrote up a list of questions and discussion topics. The teacher might give them some questions easily to talk about, like who their favorite characters are and why. Move up to more critical-thinking questions, such as what they are learning from the book.
- f. The teacher guided the students during the reading activity in order to know whether or not they understand the text.
- g. The teacher asked each group to present their final report about reading text to the whole class in an oral presentation.
- h. The teacher evaluated or asked every member of each group.

## 2. **The indicators of variable Y (Students' Reading Comprehension)**

- a. The students are able to find out main idea of the text.
- b. The students are able to identify the generic structure of narrative text.
- c. The students are able to analyze the meaning of certain words in narrative text.
- d. The students are able to identify the references of some certain words.
- e. The students are able to find out the factual information of the text.

### **D. Assumption and Hypotheses**

#### **Assumption**

In this research, the writer assumes that Book Club Technique can improve students' reading narrative text comprehension.

#### **Hypotheses**

H<sub>0</sub>: There is no significant effect of using Book Club technique toward students' reading narrative text comprehension at Miftahul Huda Islamic Senior High School Tembilahan.

H<sub>a</sub>: There is a significant effect of using Book Club technique toward students' reading narrative text comprehension at Miftahul Huda Islamic Senior High School Tembilahan.