

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing . The students should be able to read the subject and get the information from the reading text. Reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill.¹ In other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension². It means that when we read some written texts, there is an interaction between the reader and text, and the reader will transfer the meaning of the text or information from the text,

William stated the general purposes of reading classified into:

1. Getting general information from the text. means that the students are able to identify general information from the text. The general information here is the information that exists in the text generally or not detailed.
2. Identifying reference words. mean that the students are able to identify the words that refers to something.
3. Finding the synonym / antonym of the word based on the text. It means that the students are able to find the synonym or antonym words in the text.

¹ Moreilon, judi. *Collaborative strategies for teaching reading comprehension maximizing your impact* (American librarian association, 2007) p.10

²Kalayo Hasibuan and M Fauzan Ansyari, *Teaching English: As A Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115

4. Finding the meaning of the words based on the context. It means that the students are able to find the meaning of words and phrases.

Reading comprehension is needed to get all the purpose above. To establish a reading process is very important, it means that reading needs a clear purpose in order to get the best understanding about the content of the text or books which the reader reads.

2. The Nature of Reading Comprehension

. The goal of reading is comprehension.³ Comprehension is the process of making sense of words, sentences and connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. However, reading comprehension is the process of simultaneously extracting and constructing the meaning.⁴

Then, according to Brown, Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁵ Kalayo stated Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose. Besides that, Richard explains that reading perceives a written text in order to understand its content. This can be done silently (silent reading). Understanding the results is called reading comprehension⁶

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending a text is an interactive process between the reader's

³ *Ibid.*, p. 68

⁴ Snow E. Cathrine and Sweet, *Rethinking Reading Comprehension*, (New York: The Guilford Press, 2003), p. 129

⁵ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy*. (USA: Prentice-Hall, Inc, 1994), p. 291

⁶ *Ibid.*, 115

background knowledge and the text. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of word and sentences. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

In this research, the writer determines some indicators as follows:

1. Some of the students are not able to find main idea
2. Some of the students are not able to understand text of reading
3. Some of the students are not able to find the topic from the text
4. Some of the students are not able to identify information explicitly
5. Some of the students can not recognize or recall the cause and effect of events that happened in the text.

From the explanation above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose.

3 The Nature of Narrative Text

Onega and Landa define a narrative, in Herman and Vervaeck book, as the semiotic representation of a series of events meaningfully connected in a temporal and causal way⁷. Meanwhile, Gorys said that narrative was a form of composition, which had the main

⁷ Luc Herman and Bart Vervaeck. *Handbook of Narrative Analysis* (Lincoln: University of Nebraska Press, 2005) p. 13

objectives⁸. The purpose of narrative text is to entertain, to tell a story, or to provide an esthetic literary experience. Narrative text is based on life experience and is person-oriented using dialogue and familiar language. It relies on one's experience, written in chronological order, and contains action dialogue, elaborate detail, and humor, so that, when the writer writes narration, mostly he is telling a story of his experiences. Then he will use vivid language that is strengthened by the feeling, the same as when he faced on that experience; what did he feel, how he feel, what happened during the event, and what he feel at the end of event. The specific details of the experience above are "translated" into generalizations that he then has available in his fluid intelligence. The bimodal nature of the memory packet allows the student to connect the linguistic part of the memory (words) to nonlinguistic interpretation such as visual or mental images, sounds, smells, sensations of touch, and even emotions. All will make their words become more vivid and have strong feeling. It helps him to do writing narration best naturally.

There are several kinds of narrative texts. They are:

- folktales (fables, pourquoi tales, legend, myth, and realistic tales)
- mysteries, science fiction, realistic fiction.
- fantasy
- historical fiction

Narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). The middle of narrative is organized around a plot. The plot includes a series of episodes that are written by the writer to hold readers attention and build excitement as the story progresses. It contains initiating event, subsequent events, the roadblock, rising

⁸ Gorys Keraf, *Argumentasi dan Narasi* (Jakarta: Gramedia, 1989) p.136.

excitement, and climax. The last, it contains resolution (the solving of the problem) and ending. In other words.

According to K-6 Modules, there are several common grammatical features of narrative texts as below.

- a. use of particular nouns refers to or describes the particular people, animals and things that the story is about;
- b. use of adjectives to build noun groups to describe the people, animals or things in the story;
- c. use of conjunctions and time connectives to sequence events through time;
- d. use of adverbs and adverbial phrases to locate the particular incidents or events;
- e. use of past tense action verbs to indicate the actions in a narrative;
- f. use of saying and thinking verbs to indicate what characters are feeling, thinking or saying⁹.

Major participants of narrative text are human, or sometimes animals with human characteristics. They described as a human who has feels. They can be happy, strong, and talk-active and make become real human. In this part, adjectives has main role in describing the participant's vivid. Thus, to set the time and the place, the narrative writer needs to consider about the adjective and adjective clauses. The time of the story indicates when the story happens, of course in past time. Also, the action verb should be set in past form to make the story coherence. Usually, the action verb is used in the complication since the problems rise in this part. Well, the narrative text is a kind of writing that tells past events using several grammatical features to make the story vivid and sometimes the participant is not only human, but also

⁹ English K-6 Modules. (Australia; Board of Studies NSW, 1998)p. 37

animals or things. Furthermore, there are two kinds of point of views or focalization. Most of narrative is written in the first person. The writer tells his past experience and he becomes the first participant called him self with “I” or “We”. It indicates that he is the writer and of course, the story teller.

The general purpose in literary theory, a part of story. It may be spoken, written or imagined, and it will have.

Narrative articles and essays tell a story, they review events that have happened.¹⁰ Usually the events are presented in the order in which they occurred. The purpose of narrative text is generally to entertain, inform or express ideas. Its sub-types include fables, memoirs and adventure stories.¹¹ The researcher uses fables in this research.

a. The generic structure of a narrative text:

- 1) Orientation: introducing the participants and informing the time and the place. Commonly, it is located in the beginning of the text. It used word such as long time ago, once, once upon a time, long ago, one day, one afternoon, etc.
- 2) Complication: describing the rising crises in which the participants have to do with. It is also called conflict or problem. Commonly, it is located in the middle paragraph. It becomes something interesting in a story.
- 3) Resolution: showing the way of participant to solve the crises, better or worse. It is also called problem solving or conflict. It is commonly located at the end of story¹².

b. Language Features of Narrative

¹⁰ Zainil, *Actional Functional Model (AFM)*, (Universitas Negeri Padang Press, 2006), p. 31.

¹¹ Colby Phillip, “*Characteristic of Narrative Text*”, eHow Contributor. 2011.

(http://www.ehow.com/info_10005127_characteristics-narrative-text.html).

¹² Murkanto, Sujatmiko, Josephine s.m, Kiswara Widya. 2006 *english on sky 2* for Smp/Mts Class VIII, Erlangga Ktsp

- 1) Using process verbs
- 2) Using temporal conjunction
- 3) Using Simple Past Tense.

4. The Factors that Influence Students' Reading Comprehension

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

a. The Internal Factor

The internal factor means the factors which come from the reader himself or usually we know as personal factor, because the factor has existed inside the reader. This factor deals with self motivation and interest.

a) Motivation

When we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text

b) Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

b. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a). Reading Material

The students' achievements in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b). Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievement.

In line with the explanation, the factors that influence students' reading comprehension, refer to the use of OARWET method to build up students' reading comprehension and also want to see the effect of using overview, ask, read, write, evaluate, and test (OARWET) method to improve students' reading comprehension.

5 . The Nature Of OARWET Method

OARWET method is easy to do because the reader will perform some steps, realized: Overview, Ask, Read, Write, Evaluate, and Test (OARWET). This method will raises students participation through giving question dealing with text given. It will be interesting class because everybody takes part to be active to do the steps during reading process. In journal, it is stated that OARWET method is used for the purpose to improve reading affectiveness, obtaining information, acquiring greater understanding or improving a skill. The goal should be to improve concentration, reading speed, and memory of what the readers have read. This method can be used for any level and it can help the students monitor their learning process, besides that OARWET method allows reader to arrange the strategy based on the text. A simple way to

remember this technique is to use the acronym OARWET. If you are beginning to row across a lake in a boat, the first thing you must do is to get your OARWET. Each of these letters represents a step in one of the most efficient techniques for remembering the factual material from your textbook reading.

Completely, there are six steps in OARWET method there are :

1. Overview, the students will be given a passage (reading text) and the teacher asks them to overview the text, to glance over the text by looking to the heading and subheading. Begin by taking an overview of the chapter, glancing over the chapter headings and subheadings throughout the chapter to see the main points that will be developed in each section. Also, if the chapter has one, read the summary at the end of the chapter. This survey should not take more than two minutes and show the three to six main ideas around which the chapter is organized. Recognizing the pattern of the chapter improves memorization and understanding.
2. Ask, the students will make question based on the overview that they did. The students will be about six question that focus on the most important material from the text. Based upon your quick reading of the chapter headings, what questions should you be able to answer when you have completed reading this chapter? Select about six questions that focus on what you believe to be the most important parts of the chapter. Write out these questions in your lecture notebook directly below the date for the next class lecture. These questions will help you focus on the most important material from the chapter. Be sure to review these questions weekly so as to refresh your memory as to the answers. Keep in mind that reciting the answers aloud will imprint the answers more quickly in your long-term memory.

3. Read, the students will read the text in detail and they may discover other question that seem important. By reading the text, the student can answer the question that they have made before, so if they read carefully they will find the most important. Usually it makes no sense to read the entire chapter at one sitting without pausing, since you will not be able to comprehend it in such a large chunk. A good method is to group subheadings together into one good study session of about one hour. Then take a break and come back for another one-hour session, either later in the day or on the next day (but definitely before the next lecture). Of course, longer chapters may require two-hour sessions.
4. Write, the students must review the material then a write briefly summary or recall word that the most important information in the section. When you complete one section of the chapter, go back to its beginning and review the material. Then write in the margin a test question or a recall word that summarizes the most important information in the section. Two to three questions per section should cover the most important material.
5. Evaluate, the students will sit back for a few minute to evaluate the material. Think over the imformation they ave just read. After you have read the chapter and completed writing test questions, or recalling words. sit back for a few minutes to evaluate the material. This step can be very important: think over the information you have just read and try to find a positive basis for learning the material.
6. Test, this the final step in which the students will do the test to ensure that they have mastered the material. The final step of the OARWET process is to test yourself to ensure that you have mastered the material. To do this, go back to the beginning of the chapter, cover the text with a blank sheet of paper, and in your own words recite the answer to each test question you wrote in the margin

The procedures of applying the OARWET method in comprehending text are as follows:

1. Overview In this step, the students will be given a passage (reading text) and the teacher asks them to overview the text, to glance over the text by looking at the headings and subheading. The aim of this steps to get the main points or just see the description of the text generally.

2. Ask In this steps, the students will make questions based on the overview that they did. The students will make about six questions that focus on the most important material from the text

3. Read, Students will read the text detail and they may discover other question that seem important. By reading the text, the students can answer the question that they have made before, so if they read carefully they will find the most important ideas of the text.

4. Write In this step, the students must review the material then they write briefly summary or recall word of the most important information in the section. This process will allow the students to check their comprehending of the material. So, students will write down their own understanding by using their own words based on the text given.

5. Evaluate In this step, the students will sit back for a minutes to evaluate the material. Think over the information they have just read.

6. Test This is the final steps in which the students will do the test to ensure that they have mastered the material. They will recite the answer to the questions based on the text by their

own words. Their comprehension of the text will be determined by the number of questions which can be answered correctly¹³

B. Relevant Research

It is required to observe some previous researches conducted by other researcher in which they are relevant to our research¹⁴. We have to analyze the relevant research and find the point of the research.

Talking about reading, there are a lot of investigation that have been done by many researchers. The following are some relevant researchers on this research project.

a. Sri Wastitu (2005).

In her research, she focused on” The Effect of Collaborative Strategy Reading Toward the second year student’s Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru. She found that the mean score of the experimental group taught by using collaborative strategy reading was 82,75, while the mean score of control group which was taught by using traditional reading classroom was 75,75. In conclusion there is any significant differences between collaborative strategy reading for reading comprehension and using traditional reading classroom method for reading comprehension.

b. Agvemi Zuhadi Alga (2009).

The Effect of Direct Reading Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students at SMAN 1 Cirenta”. This research was an experiment research. To collect the data, he used test, questioner, interview, documentation. From the research, he found, there was significant effect between DRTA strategies with reading comprehension

¹³ David shepherd, *Mastering the Text Book Vol 15, no 1 The Internet Journal of Reading* p.71-72

¹⁴ M.syafi’i, S, “*From Paragraph to a Research Report :A Writing of English for Academic Purposes*”. Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensive (LBSI), p, 122

C.Operational Concept

The operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; the effect of using OARWET method as independent variable (X) and students' reading comprehension as dependent variable (Y). To measure each variable, the writer will identify them in some indicators as follows:

1. OARWET method as Variable (X)

- a. The teacher introduces and explains to the students the procedure of OARWET method.
- b. The teacher gives a title of reading text to discuss it to the students.
- c. The teacher asks the students to overview the text to get idea of the general and major topics and subtopic (O)
- d. The teacher asks the students make question by using WH word, who, what, where, why.(A)
- e. The teacher asks the students to read the material and try to answer question (R)
- f. The teacher asks the students to write summary of the material (W)
- g. The teacher asks the students to get information of the material (E)
- h. The teacher hands out the material/ reading text to the students. Then the teacher asks the students to read the text silently.
- i. The teacher asks the students to discuss with their partner.
- j. The teacher asks the students to return to the OARWET from modified test, then the teacher asks the students answer to the question based on the text by their words.(T)
- k. The teacher asks the students to do the comprehension of the text reading.

2. Reading Comprehension as Variable (Y)

1. Students are able to identify various meaning based on the context of narrative text.
2. Students are able to identify main idea.
3. Students are able to identify the communicative purpose of the narrative text.
4. Students are able to identify generic structure.
5. Students are able to identify language features of narrative text.

A. Assumption and Hypothesis

1. The Assumption

In this study, the writer assumes that the students who are taught by using OARWET method will have better reading comprehension. Furthermore, the better implementation of OARWET method in reading subject is the better reading comprehension will be.

2. The Hypothesis

There are three hypotheses in this research, as follows:

a. The first hypotheses

H_{0_1} : There is no significant difference on students' pre-test reading comprehension mean score between experimental class and control class.

H_{a_1} : There is a significant difference on students' pre-test test reading comprehension mean score between experimental class and control class.

b. The second hypotheses

H_{0_2} : There is no significant difference on students' post-test test reading comprehension mean score between experimental class and control class.

H_{a2} : There is a significant difference on students' post-test test reading comprehension mean score between experimental class and control class.

c. The third hypotheses

H_{03} : There is no significant difference on students' pre-test and post-test test reading comprehension mean score between experimental class and control class.

H_{a3} : There is a significant difference on students' pre-test and post-test test reading comprehension mean score between experimental class and control class.