

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Frame Work

##### 1. The Nature of Reading

Reading is one of the activities that cannot be separated from the humans' habit and behavior. The role of reading in human life is so crucial. Humans as a social creature need to search, to find, and to seek information about their nearest environment through reading. Reading becomes one of the important skills in education of language, especially for English language.

Reading is important to be learned and mastered, because reading is a way to get knowledge and information from the text. Through reading, students will be easy to absorb any knowledge and ideas which are very useful to support their materials in the classroom activity. Regarding the statement above, Debra stated that the more we read, the better we get it, the more we like it, the more we do it.<sup>1</sup> Reading is also to develop our skill or ability in transferring the author's purpose. The purpose of the following hints is to develop reading skills. Teach the students to concentrate on the text and not on the sentence.

Reading is a tool to communicate between reader and text. Communication here, is interactive activity that rather different because

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<sup>1</sup> Debra Hirai L. Cook, et al. *Academic Language/Literacy Strategies for Adolescents: A "How to" Manual for Educators*. (New York:Routledge, 2010).p.75.

the writer is not normally available, and this makes the task of both reader and writer more difficult. Reader will bring variable levels of skills and experiences to this interaction. In addition, Graves stated that reading is the term referring to sub skills that include predicting content, understanding the main idea, and interpreting the text.<sup>2</sup>

Reading not only reads a text but also comprehends what text is talking about. The students need attention to read a text to get the purpose of reading activity. In relation to statement above, Grabe stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>3</sup> It means that reading is means of language acquisition of communication, sharing information and ideas. Like all languages, it is complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material. Reading is ability to comprehend the message of the author from written text.

Readers have own purpose when they read a text, such as to understand the information in the text, to be entertained or to use the information for a particular purpose. One thing that every reader needs to realize is that he or she is pleasure in reading activity. Therefore, the reading activity will be easier to be comprehended by the reader. Every

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<sup>2</sup> Kathleen Grave. *Designing Language Course: a guide for teachers*. (Boston: Thomson Heinle, 2000). P.48

<sup>3</sup> William Grabe and Fredricka L. Stoller. 2002. *Teaching and Researching reading*. (England: Pearson Education Limited, 2002).p.9

activity done by someone has certain purpose. Reading also contains aims.

The purposes for reading, as follows:<sup>4</sup>

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts
- g. Reading for general comprehension

In short, reading is an interactive and thinking process to develop our minds to absorb information from the written text. Reading is not only read a text but also understand the author's purposes.

## **2. The Nature of Reading Comprehension**

Reading cannot be separated from comprehension because the purpose of reading activity is to comprehend what has been read. Reading without understanding is useless because the purpose of reading is comprehension. That is also stated by Hasibuan, the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply and achieve comprehension.<sup>5</sup>

Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills and prior

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<sup>4</sup> *Ibid.* p.13.

<sup>5</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007),p.115

knowledge (reader content).<sup>6</sup> Therefore, it always happens that readers contribute more information than the print on page. The readers understand what they read. During reading they tend to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts which are already stored in their memories. Moreover, comprehension is the reconstruction of the author's message- the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.<sup>7</sup>

Anderson, et al in Janette stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.<sup>8</sup> Therefore, reading comprehension can be done if we understand about the content of reading text clearly. It is an active process that depends not only on comprehension skill but also on readers' experiences and prior knowledge. The process of reading comprehension involves such things as abstracting the main ideas, understanding the sequence of events, recognizing the author's purpose, and drawing inferences. But in another case, many students who have difficulty in answering questions, express opinions about the content.

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<sup>6</sup> Judith Wespahl Irwin. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice-Hall, Inc.Englewood Cliffts, 1986).p.7

<sup>7</sup> Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guilford Press, 2004). p.67.

<sup>8</sup> Janette K. Klingner et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford press, 2007).p2.

Johnston in Irwin stated that reading comprehension is viewed as the process of using one's prior knowledge and the writer's cues to infer the author's intended meaning.<sup>9</sup> Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately.<sup>10</sup> It means that reading comprehension can be gotten if the readers have prior knowledge and understand about the content of reading clearly. Through reading, the readers can bring their interest and prior knowledge (background knowledge) to catch the meaning of the text.

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as:<sup>11</sup>

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

In conclusion, the result of reading activity is comprehension. Reading comprehension means a process of understanding what text is talking about according to the readers' prior knowledge. In other words, it is an interaction between the readers and the writer.

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<sup>9</sup> Judith Wesphal Irwin. *Op. Cit.*, p.7-8

<sup>10</sup> William Grabe and Fredricka L. Stoller. *Op. Cit.*, p. 17.

<sup>11</sup> Chaterine Snow. *Reading for Understanding toward an Research and Development Program in reading Comprehension.* (Santa Monica:RAND, 202).p.11

### 3. Reading in Curriculum

Curriculum as a plan in education, because it has important part in whole of the education process. Curriculum is a plan/ role about contain and lesson material to use as a rule in teaching learning activity. Curriculum in Indonesia has been changing and developing overtime. The latest one is the 2004 curriculum which was then modified and changed in 2006 to the School Based Curriculum (KTSP). KTSP is an operational curriculum that is implemented at each educational institution from elementary until senior high school. Based on school based curriculum (KTSP) at the second year students of senior high school, the standard competence of reading refers to capability of students in comprehending the meaning of short functional text and simple form of report, narrative, and analytical exposition essay in the context of daily life and to access knowledge.<sup>12</sup> The minimum passing score for reading is 70.

In this research, the writer focuses on the narrative text. The students should be able to understand a short essay related to daily life and to access knowledge. They should be able to identify main idea and the meaning of word of the text. Therefore, the students should be able to comprehend the text and to get the information from the narrative text.

### 4. The Nature of Narrative Text

Narration is storytelling. Whether it tells a true story or fiction, a narrative essay gives us an account of one or more experiences. It tells a

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<sup>12</sup> School-Based Curriculum, *Syllabus of the eleventh grade of SMA Negeri 7 Pekanbaru* (Pekanbaru: Unpublished Document, 2013)

story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. The researcher concludes that narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. In relation to statement above, Syafi'i stated that a narrative is typically written in the first person (did this or that), but do not go overboard. Not every sentence-or even every other sentence-should include.<sup>13</sup>

All narratives have certain elements in common. They:

- a. Unfold over time.
- b. Have characters that display some type of emotion.
- c. Center on events more than ideas.

The characteristics of narrative text as follows:

1) Generic structure

a. Orientation

In orientation, the writer tries to set up the characters, time and place. In other words, this part is introduction part to next part (conflict).

b. Complication

Complication is called conflict or problem. This part is a main structure of narrative text.

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<sup>13</sup> Muhammad Syafi'i, et al. *The effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2011).p. 54

c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of the text.

2) Language features

- a. The use of noun phrases (a beautiful prince, a huge temple)
- b. The use of adverbial phrases of time and places (in the garden, two days ago)
- c. The use of simple past tense (He walked away from the village)
- d. The use of action verbs (walk, sleep, wake up)
- e. The use of saying verbs (say, tell, ask).

## 5. The Students' Reading Comprehension in Narrative Text

There are so many genre of text that should be learned by the students. One of the genres is narrative text. Narrative text differs to others text in case of its story elements and text structure. The following indicators are expected to the students to master in reading narrative text that students are able to:<sup>14</sup>

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

Main idea helps the readers remember important information.

The main idea of a paragraph tells the topic of the paragraph. The topic

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<sup>14</sup> Ilham Akbar 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*. (Pekanbaru:Unpublished, 2012).p21-22.

tells what all or most of the sentences are about. In short, it is important to find main idea when reading.

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

In a story, the students can order the events in many different ways. How the students reveal the order of events in the story can change how the reader understands the story.

- c. The students are able to identify the characters from the text.

Character is anyone in a story. Characters can be like talking animal, human or human's imagery creature

- d. The students are able to identify communicative purpose of the text.

The purpose of narrative text is to entertain or to amuse the readers. This will affect the emotional or psychological feeling toward the readers.

- e. The students are able to identify generic structure of the text.

Generic structure refers to text organization or text structure. Text organization- how the paragraphs relate to each other, how the relationships between ideas are signaled or not signaled- has long been an object of study.<sup>15</sup> The generic structure of this text is that, orientation, complication and resolution.

Other components of narrative text also important to help the students' reading comprehension, is that:

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<sup>15</sup> J. Charles Alderson. *Assessing Reading*. (Cambridge: Cambridge University Press, 2000),p67

a. Find factual information

Factual information requires the students to scan specific details. The types question of factual information such as question type of reason, purpose, result, comparison, identify, time, and a mount in which most of the answer can be found in the text.

b. Inference

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

c. Moral message

Moral message is a lesson that the readers take from the story of narrative text. Therefore, narrative text not only to amuse the readers with the story, but also it has moral lesson.

Based on the syllabus of senior high school 7 Pekanbaru,<sup>16</sup> the writer used some of the components above such as identifying main idea, factual information, communicative purpose, reference and inference.

## **6. The Factors Influence Students' Reading Comprehension in Narrative Text**

Narrative as one of the genre in reading text has several interesting aspects that make any reader enjoy reading it. No one can argue the aspect that the interesting information exists in the text. Another aspect is that

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<sup>16</sup> School-Based Curriculum, *Syllabus of the eleventh grade of SMA Negeri 7 Pekanbaru* (Pekanbaru: Unpublished Document, 2013)

narrative text can bring the reader to try to imagine any sequence of the story into the reality in their minds. It means that the reader figure the story out in to the imagination in their minds; and that is really interesting to do. Regarding statement above, Denis in Alderson stated that one of the interesting features of narrative text in particular is that they appear to induce visualization in the reader as part of the reading process.<sup>17</sup>

Besides that, there are several factors to be done in reading narrative text which can make the reader becomes more interested in comprehending the narrative text. Readers need to care about the information which exists in the text, especially narrative text. That is important to be cared by the reader because information brings soul of the text. As the same as the important thing that exists in reading the text is comprehension. Therefore, the role of comprehension is so important to be concerned by the reader in reading a text, especially in narrative text. To comprehend, reader must use information they already posses to filter, interpret, organize, and reflect upon the incoming information from the page.<sup>18</sup>

In conclusion, reader cannot avoid the importance of comprehension aspect in reading narrative text. It is not easy to try to comprehend a text, especially in narrative text. Therefore, the existence of strategy is important to make the reader becomes easier and more effective

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<sup>17</sup> *Ibid.*p64

<sup>18</sup> Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties*. (Australia: Acer Press, 2008).p.31.

in term of comprehending narrative text. 10 most important words strategy is very useful to be used in order to make it easier for the reader.

## 7. The Nature of 10 Most Important Words Strategy

In teaching and learning process of reading, the existence of strategy is a crucial one. Strategy is a tool and technique that can be used to help the students easy to learn the material in teaching and learning process. Actually, there are so many strategies in teaching reading. Based on the explanation of the problems above, the appropriate strategy is 10 most important words strategy.

10 most important words strategy is a strategy that draws students' attention to encourage talk about words.<sup>19</sup> It means that it can be used to build and enrich students' understanding of words in any text. This strategy helps the students actively engage with the ideas and language of a text selection as they read. The students use this strategy to identify the important words, see the words choices of peers, talk about words and draw an inference from the text.

Important words are those that the students believe the key to understand the information shared by the author.<sup>20</sup> 10 most important words were obtained from the topic of the narrative text. The teacher introduces the topic and asks the students to think about the 10 important words related to the topic. The students guess and record their words on the sticky notes. If the topic of narrative text is Cinderella story, the

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<sup>19</sup> H. K. Yopp and Yopp. *Vocabulary Instruction for Academic Success*. (USA: Shell Education, 2009). p.98

<sup>20</sup> *Ibid*.p.98.

students will think and guess 10 important words that relate from the topic such as: ball, glass shoes, beautiful, princess, prince, etc. Each student has different words according to the words that the students believed that it is the key words to understand the text. In addition, this strategy supports students' comprehension of a text while also drawing their attention to and reinforcing their understanding of words.<sup>21</sup>

Word knowledge is highly related to comprehension. If students do not understand the words in a text, they have difficulty comprehending the ideas in the text. Chall & Conard in Yopp stated that the relationship between vocabulary and comprehension is especially evident when students read informational text, which is often rich with specialized vocabulary.<sup>22</sup> Words cannot be separated with comprehension because to achieve comprehension we need word knowledge. This strategy requires students to analyze text for big ideas and to think about how those words are connected to the ideas in the text. Therefore, this strategy can help the students to achieve the comprehension of text itself.

The procedures of this strategy are as follows:<sup>23</sup>

- a. The teacher engages students in a discussion designed to have them think about what they already know and activate their prior knowledge on a topic of study.

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<sup>21</sup> *Ibid.*,p.99.

<sup>22</sup> R. H. Yopp and Yopp. *Ten Important Words Plus: A Strategy for Building Word Knowledge*. (International reading Association, 2007).p157.

<sup>23</sup> Florida Department of Education. *10 Most Important Words*. (University of Central Florida and State College of Florida, 2011) Retrieved on April 1, 2013 from: <http://faculty.scf.edu/sharric/lesson7/lesson7topic5.htm>

- b. Students are asked to predict individually and list what they think the 10 most important words or phrases in the reading selection or unit will be (there can be less words).
- c. Have students compare their lists in pairs or small groups, discussing why they selected each word. Next, each pair or small group revises a list of the 10 most important words.
- d. Students then read the material, paying attention to key concepts. Students try to comprehend the text in pair or group discussion.
- e. Each pair or group revises their original list and creates a graphic organizer showing the relationship of the words to each other, developing a written rationale for their final list.

Based on the explanation above, it can be seen that 10 most important words strategy is one of the reading strategies that build students' prior knowledge (background knowledge), students' vocabulary knowledge, and students' comprehension about the text.

## **B. The Relevant Research**

Relevant research is the researcher' review of the relevant research to observe some previous researchers conducted by other researchers in which they are relevant to our research itself.<sup>24</sup>

### 1. A research from Nur Hikmah Laila

Nur Hikmah Laila in her research, there are some conclusions that she got about the effect of using printed mass media through students'

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<sup>24</sup> Muhammad Syafi'i, et al. *Op. Cit.*p.122.

ability in reading comprehension.<sup>25</sup> The researcher found that the use of printed mass media as tool or media strategy for teaching reading comprehension that could enhance students' reading comprehension. From the observation, the researcher found that during the action, the students had shown their improvement, such as they were 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 teaching and learning process

2. A researcher from Belda Susana

Belda Susana in her research entitled "The effect of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy towards student's reading comprehension at the second year of MTs Darul Hikmah Pekanbaru."<sup>26</sup> From the research, the experiment showed that the mean scores of both group were different. The mean score of result posttest in experimental group was 78.40 and control group was 54.27. It means that there was a significant difference between teaching SCROL strategy in reading comprehension.

### C. The 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

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<sup>25</sup> Nur Hikmah Laila, *Improving Students' Reading Ability by Using Printed Mass at SMPN Colomadu Karanganyar* (Unpublished, 2009)

<sup>26</sup> Belda Susana. *The Effect of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy Toward Student's Reading Comprehension at The Second Year of MTs Darul Hikmah Pekanbaru*. (Unpublished: 2012)

research. This research is designed into two variables; independent variable (X) and dependent variable (Y).

1. The Implementation of 10 Most Important Words Strategy
  - a. The teacher introduces the process of 10 most important words strategy.
  - b. The teacher mentions one topic about narrative text.
  - c. The teacher engages students in a discussion designed to have them think about what they already know and activate their prior knowledge on a topic of study.
  - d. The teacher asks students to predict individually and list what they think about the 10 most important words or phases in the reading selection or unit will be.
  - e. The teacher asks students to compare their lists in pairs or small groups, discussing why they selected each word. Next, each pair or small group revises a list of the 10 most important words.
  - f. The teacher gives the text about the topic. Students then read the material, paying attention to key concepts. Students try to comprehend the text in pair or group discussion.
  - g. The teacher asks each pair or group to revise their original list and creates a graphic organizer showing the relationship of the words to each other, developing a written rationale for their final list.
2. The Indicators of Reading Comprehension:
  - a. The students are able to identify main idea of the text.
  - b. The students are able to identify the factual information of the text.
  - c. The students are able to identify communicative purpose of the text.

- d. The students are able to identify the reference of the text.
- e. The students are able to identify the inference of the text.

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

##### **1. Assumption**

In this research, the writer assumes that the better 10 most important words strategy is applied in teaching or learning narrative text, the better students' reading comprehension in reading narrative will be.

##### **2. The Hypotheses**

- a.  $H_0$  : There is no significant difference between the students who are taught by using and without using 10 most important words strategy on students' reading comprehension in narrative text at State Senior High School 7 Pekanbaru.
- b.  $H_a$  : There is a significant difference between the students who are taught by using and without using 10 most important words strategy on students' reading comprehension in narrative text at State Senior High School 7 Pekanbaru.