

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Theoretical Framework

1. The Concept of Reading

Reading is one of the important language skills that must be mastered by the students. Reading is an essential skill for students to gain the information, so through reading, they can know more information. In line with this idea, Stone says that “reading is a fundamental goal that children must master in order to be successful in school and in life”¹. Reading is not only occurring in educational field but also in our daily life. Every person reads a book, newspaper, magazine, novel, advertisement, and so on in their daily life. It is also one of the ways to gain information. The students can learn many things by reading, not only to get the information but also to get new vocabularies. In relation to the notion above, Nation states that “reading is a source of learning and a source of enjoyment”².

Another words about reading, reading is an active process which requires the readers to construct the meaning as they read by making connection , asking questions, and talking about what are read and also needs more practices and skills to master it. In line with these

¹Randi Stone. *Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do.*(California:Corwin Press, 2009), p.39

²I.S.P. Nation, *Teaching ESL/EFL Reading and Writing.*(New York:Routledge, 2009),p.

ideas above, Morellion states that “reading is an active process that requires a great deal of practice and skill”³.

Reading is an essential skill which can bring the reader to go around the world. Readers does not need to go to some places to know about that place more, just read the information of that place in the some sources and He/She will gain about it. Trough reading, the readers will be the smarter people and knowlageable people. Regarding to the explanation above, Debra points out that “ the more you read, the more you know; and the more you know, the smarter you grow”⁴. Reading is also not a simple thing to do because reading demands the reader not only reads merely but also gains the information and understands what the text is about. And it also needs the ability to comprehend the text well. According to the nations above, Tanskersley states that “Reading is about understanding and being able to process what we see at the metacognitive level; without comprehension, true reading does not occur”⁵.

Every person has different purposes in reading a text as to entertain, to understand, to comprehend, to gain the information and so on, but the important thing that the reader knows is he has to enjoy in reading activity whatever the purpose is. That is way, reading activity will be easier to be understood and comprehended by the reader. Each

³Judi Morellion. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: America Library Assosiation,2007), p.10

⁴Debra Hirai L. Cook, et alop.cit, p. 75

⁵ Karen Tankersley. *Literacy Strategies for Grades 4-12*. (Alexandria : ASCD, 2005), p.

activity which is done of course has a purpose, while reading also has the goals, they are:⁶

- a. Reading to skim quickly
- b. Reading to search the information
- c. Reading to learn new information
- d. Reading for general comprehension
- e. Reading to write
- f. Reading to critique texts.

Based on the explanation above, it can be concluded that reading is an activity which needs more thinking process to develop the ideas gaining the information of the text and to understand what the writer is talking about.

2. The Concept of Reading Comprehension

Reading comprehension is an activity to understand the text with a thinking process. It is supported by Karen that “When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process”⁷. Reading is comprehending. When the readers can read the words of the text, but they can not understand what they are reading, they are not really reading. Reader’s comprehension depends on the variables within and outside them. According to RAND Reading Study Group in Ellen, there are three

⁶William Grabe and Fredrica. L . *Teaching and Researching Reading*. (Edinburgh Gate: Pearson Education Limited, 2002), p. 9

⁷Karen Tanskerley. *Treats of Reading Strategies for Literacy Development*. (Alexandria: ASCD, 2003), p. 91

keys variable of reading comprehension namely: reader, the activity of reading, and text⁸.

Comprehension is understanding something and getting its meaning. One thing that the readers do during reading process is making connections between background knowledge and the new information in the text. In line with the nations above, Karen points out that “comprehension is a process, not a product”⁹.

Karen also states that there are four important factors that influence reading comprehension.¹⁰ They are:

a. Command of the Linguistic Structure of the Text

Readers must be able to know the structure of the text, therefore they can understand what the text is talking about. When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text.

b. Adequate Vocabulary in the Content Area

Vocabulary has a crucial role in comprehending the text. If the readers have rich vocabulary, they will be easier to understand the text.

⁸Ellen McIntyer et al. *Reading Instruction for Diverse Classroom*. (New York: The Guilford Press, 2011), p. 113.

⁹Karen Tankersley. *Literacy Strategies for Grades 4-12*. Op. Cit, p. 108

¹⁰Ibid.

c. Degree of Metacognitive Control of the Text

Readers must know how to self-monitor and reflect on their level of understanding during the act of reading. They must be able to “listen to” what the words say while they read, monitor comprehension so that they know when it has been lost, and have fix-up strategies ready for use when necessary.

d. Adequate Domain Knowledge

Background knowledge helps us connect to the text we are reading. Without the ability to connect and relate to the text, we will derive little meaning from it; without meaning, no comprehension can result. When we read, we read *about* something, so our background content knowledge makes a difference in how well we understand the material.

Comprehending the text, the readers must be able to construct the meaning. In constructing what the meaning is, the reader uses knowledge, skills, and strategies. Kalayo states that reader knowledge, skills, and strategies include:¹¹

- a. Linguistic competence: it is about the ability to recognize the elements of the writing system; knowledge of

¹¹Kalayo. Op.Cit, p. 115

vocabulary; knowledge of how words are structured into sentences.

- b. Discourse competence: discourse competence is about how the readers connect parts of the text to one another.
- c. Sociolinguistic competence: it is knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability of the reader to use top down strategies as well as knowledge of the language.

In short, Reading can not be separated with comprehension. Reading comprehension is a process of understanding the text between readers' background knowledge and their experience and also an interaction between readers and writers.

3. Teaching reading

Teaching is a process of transferring knowledge and giving a good model from the teacher to the students. Teaching reading is a process to give knowledge of reading about how to understand the text effectively and efficiently.

Futhermore, Judie Haynes points out that there are six strategies in reading comprehension which are important to teach to English Language Learners at all different grade levels¹². They are:

- a. Visualizing what is happening in the story,
- b. Activating background knowledge by making connections,

¹²Judie Haynes and Debbie Zacarian. *Teaching English Language Learners Accross The Content Areas*. (Alexandria: ASCD, 2010), p. 74-75

- c. Asking mental questions to self-check comprehension,
- d. Learning how to make inferences about what is read,
- e. Determining the importance of information in a text, and
- f. Synthesizing information that is learned.

The principles can be used to evaluate teaching and learning activities; therefore, the teacher can choose the best one to use it in teaching learning process. In relation to the ideas above, I.S.P Nation states that there are four principles for teaching reading.¹³ They are:

a. Meaning – focused Input

1. Practice and training in reading should be done for a range of reading purposes.
2. Learners should be doing reading that is appropriate to their language proficiency level.
3. Reading should be used as a way of developing language proficiency.

b. Meaning- focused output

1. Reading must be integrated with another skills.

c. Language- focused Learning

1. Learners should be helped to develop the skills and knowledge needed for effective reading.
2. Learners should be given training and practice in a range of reading strategies.

¹³I.S.P. Nation. Op.Cit, p. 6-9

3. Learners should be given training and practice in integrating a range of strategies.

4. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

d. Fluency Development

1. Learners should be helped and pushed to develop fluency in reading.

2. Learners should enjoy reading and feel motivated to read.

3. Learners should read a lot.

In conclusion, teaching reading is very important in developing the students' ability so they can read and comprehend the text well.

4. Assessing Reading

Reading is one of the receptive skills. To assess reading is not as hard as a productive skill like speaking and writing because in reading, the teachers can assess the students' reading ability by using multiple choices, short answer, fill in the blank, and so on to know their ability.

In the other ways, Brown divides the reading performance into 4 types, and he classifies the way to assess students' reading ability based on this type¹⁴. They are:

1. Perceptive : perceptive reading tasks involve attending to the components of large stretches of discourse : letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.
2. Selective : this category is largely an artifact of assessment formats in order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
3. Interactive : reading is a process of negotiating meaning, and the reader brings to the text a set of schemata for understanding it.
4. Extensive: applies to the text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Micro and Macro skills

The micro- and macro-skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

¹⁴H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. (San Francisco: Longman, 2003), p. 189-190.

Micro-skills of reading:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-skills of reading:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.

3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

5. The Concept of Reading Comprehension in Narrative Text

Reading comprehension is the ability to construct the meaning of a written text. Being able to read effectively, the readers must concern with their reading purpose before they interact with the text. Catherine Snow mentioned that comprehension entails three elements¹⁵. They are:

- a. The reader who is doing comprehension.
- b. The text is to be comprehended.

¹⁵Chatherine Snow and Chair. Loc.Cit, p. 11

c. The activity in which comprehension is a part.

Reading comprehension means understanding what has been read. It is an active process which not only depends on comprehension skills, but also readers' background knowledge and experiences.

There are some texts taught in junior high school, such as recount, narrative, procedure, and expository in form of monologue or essay. Narrative text is one of the types of paragraph in reading that should be mastered by the students especially for the eighth grade students of junior high school. Martin stated that narratives are stories involving a sequence or related events.¹⁶

In the other words, Syafii S says that narrative is storytelling. Whether it tells a true story or fiction, a narrative essay gives an account of one or more experiences.¹⁷ This paragraph tells about a story which explains an idea or event that can be fun to read.

Reading comprehension is a process of understanding the text in order to get the information and the meaning of the text. There are several kinds of narrative text such as fairytales, legends, cartoon, and adventure stories¹⁸. All of the narrative paragraph types have the social purpose to entertain and instruct the reader. The generic structure of narrative text consists of three parts : orientation,

¹⁶Martin Montgomery. *Ways of Reading*. (London and New York: Routledge, 2007), p.251.

¹⁷M. Syafi'i S. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*.(Pekanbaru: LBSI, 2007), p. 53.

¹⁸Kalayo. Op.Cit, p. 130

complication/ problems, and resolution.¹⁹ In reading narrative text, the readers should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text. In the other sides, the common grammatical features that are used in narrative texts, they are²⁰:

- a. Defined character
- b. Descriptive language
- c. Dialogue
- d. Usually past tense

6. The Concept of Drawing to Remember Strategy

a. Definition of Drawing to Remember Strategy

Strategy is an important thing in teaching and learning process, especially in reading. Actually, strategy is a tool which can be used to help the students easier in teaching learning process. There are so many strategies in teaching reading, one of which is Drawing to Remember Strategy. Drawing to Remember strategy is kind of visualization strategies. Michelle states that “ Drawing to Remember strategy encourages students to use visualization to remember events and it can be modified to focus on specific story elements as well”²¹

¹⁹Ibid.

²⁰Ibid.

²¹Michelle J. Kelley and Nicki Clausen Grace. Loc.cit. p. 144.

According to Katherine, Drawing to Remember strategy is an appropriate strategy to give the students opportunity to practice one of the deeper meaning structure that good readers do while reading²².

The good readers visualize the picture in their minds to help in making the text seem real. Moreover, Karen stated that effective readers know how to visualize the text as they are reading, they can see the characters, the setting, and how the action unfolds.²³

Drawing to Remember strategy is a strategy in reading to make someones' comprehension is easier by drawing a picture after reading a text. The readers can change the words of the text which the writers made become a picture, because a picture is easier for their brain to understand and remember.

b. The benefits of Drawing to Remember Strategy

Drawing to Remember strategy is a very useful strategy in comprehending the text. Pertaining to the nations above, Peeck stated that there is a relationship between illustration of the text and the picture²⁴. Michelle states “visualizing can help readers better understand the text by calling on all their sense such as conjuring smells, tastes sounds, textures, or images”.²⁵ Meanwhile, Drawing to Remember Strategy is one of kinds visualization. Therefore, this

²²Kathrine. Loc.Cit, p. 32

²³Karen Tankersley. *Literacy Strategies for Grades 4-12*. Op. Cit, p. 136

²⁴Joan Peeck. *Increasing Pictures Effect in Learning from Illustrated Text, Vol. 3*. (Great Britain: Pergamon Press Ltd, 1993), p. 230.

²⁵Michelle J. Kelley and Nicki Clausen Grace. Op.citp.133.

strategy can help the students in achieving the comprehension of the text itself.

c. The procedures of Drawing to Remember Strategy

The procedures of this strategy are as follows:²⁶

1. Check students' observation skills in a fun way. Ask students to close their eyes and raise their hands if they can see a picture of an object being mentioned.
2. Ask students to read a novel or textbook then ask them to stop reading and form a picture of the scene in story.
3. Fill in the handouts.
4. Discussion both in pairs or a class.

This strategy can be applied in narrative text and expository text. In line with these ideas above, Karen argued that after reading a narrative text, they can draw their favorite character or favorite scene. After reading an expository text, students can draw the relationships they learned, portray an important understanding, illustrate a sequence of events, construct a diagram, or make a representation of an important concept in the text.²⁷

²⁶Ketherine. Loc.Cit, p. 32-33

²⁷Karen Tankersley. *Literacy Strategies for Grades 4-12*. Op. Cit, p. 139

Based on the explanation above, it can be seen that Drawing to Remember strategy is one of reading the strategies which can improve students' reading comprehension

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting²⁸.

A research from Nanda Wahyuni, entitled " The Effect of Using Sketch to Stretch Strategy towards Reading Comprehension in Narrative Text of The Second Year Students at MAN 2 MODEL Pekanbaru. The type of the research was an experimental research. Her research was conducted from July to September 2012. In her research, she found that there was a significant effect of using Sketch to Stretch Strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru. She also found that students' reading comprehension in narrative text who were taught by using Sketch to Stretch Strategy was categorized into "good" level and the students' reading comprehension in narrative text who were taught without using Sketch to Stretch Strategy was categorized into "enough" level.²⁹

²⁸M. Syafii. Op.Cit, p. 122.

²⁹Wahyuni, Nanda. *The Effect of Using Sketch to Stretch Strategy towards Reading Comprehension in Narrative Text of The Second Year Students at MAN 2 MODEL Pekanbaru*. (Pekanbaru:Unpublish, 2012).

C. The Operational Concept

The operational concept is proposed to give the explanation about the theoretical framework in order to avoid misunderstanding and misinterpretation in conducting the research. There are two variables in this research (variable X and variable Y); variable X is the effect of using Drawing to Remember Strategy as an independent variable that gives the effect on the students and variable Y is the students' reading comprehension as a dependent variable that receives the effect of variable X.

The indicators of variable X :

1. The teacher checks students' observation skills in a fun way.
2. The teacher introduces the process of Drawing to Remember strategy.
3. The teacher gives a narrative text to each student
4. The teacher asks the students to read a narrative text.
5. The teacher asks the students to stop their reading then form a picture of the scene in story.
6. The teacher asks the students to discuss what they have drawn in their paper.

The indicators of variable Y (students' reading comprehension):

1. The students are able to find out main idea of narrative text.
2. The students are able to identify the specific information of narrative text.

3. The students are able to identify the generic structure of the narrative text.
4. The students are able to identify the vocabulary of the text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the students taught by using Drawing to Remember strategy can improve their reading comprehension. Therefore, the better Drawing to Remember strategy is applied in teaching and learning narrative text, the better students' reading comprehension in reading narrative text will be.

2. Hypothesis

Based on the assumption above, the hypothesis of this research can be formulated as follows:

- a. H_0 : There is no significant difference between the students' reading comprehension on narrative text taught by using Drawing to Remember Strategy and taught without using Drawing to Remember Strategy of the eighth grade students at State Junior High School 1 Kunto Darussalam Rohul Regency.
- b. H_a : There is a significant difference between the students' reading comprehension on narrative text taught by using Drawing to Remember Strategy and taught without using Drawing to Remember

Strategy of the eighth grade students at State Junior
High School 1 Kunto Darussalam Rohul Regency.