

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is a way to get information. Almost every aspect in our life is covered by reading. Then in reading activity, it is very important to understand or comprehend the reading text, because one of the purposes of reading itself it is to get information of knowledge.

According to Kalayo Hasibuan, reading is to gain information, knowledge, and can critique a writer's idea and style.¹ It means that, the students should read the material by themselves. If the students do not read the text by themselves, they do not know what the topic and the writer's opinion are. Then, reading is a set of skill that involves making sense and deriving meaning from the printed word.² It means that reading is ability to get information from written text such as making inference about they read. Judi Moreillon states that reading is making meaning from print and from visual information.³ It means that to get knowledge of the language allows reader to identify the printed words and sentences.

¹Kalayo Haasibuan and Muhammad Fauzan Ansyari, *Teaching English as A Foreign Language (TEFL)*. (Pekanbaru : UIN SUSKA Press, 2007) .P.114.

²David Nunan, *Practical English Language Teaching: Young Learners*. New York: Mc Grwahill.2005.p.69.

³Judi Moreillion. *Collaborative Strategies for teaching reading comprehension* (Chicago:America Library Association.2007).p.10.

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Harmer stated that there are some principles that teacher needs to know behind the teaching of reading. The principles are as follows: ⁴

a) Reading is not a passive skill

Reading is a multiple works activity. To do it successfully, reader should understand what the words mean, see the pictures that words are painting, understand the arguments, and work out if we agree with them. Teacher has to consider these.

b) Students need to be engaged with what they are reading

Engaging students to read will be important job for English teacher. The students who are engaged are usually interested in reading a text.

c) Students should be encouraged to respond to the content of a reading text, not just to the language.

Reading text is not only noticing the language use of the text. It is better to challenge students to understand the meaning and message of the text.

d) Prediction is a major factor in reading

Before reading, reader usually has an idea about what will be coming from the text. Student is also a reader.

e) Match the task to the topic

Teacher uses the interesting and appropriate questions, engaging and useful puzzles, etc. The common text can be very interesting with imaginative and challenging task.

⁴Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*. (Essex: Addison-Wesley Longman, Ltd., 1998), pp. 70-71.

f) Good teacher exploits reading text to the full

Teacher integrates reading text into interesting class sequences, using topic for discussion and further task, using the language for study and activation. Teacher knows what to do after letting students read the text with the meaningful activity.

The reader uses knowledge, skill, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include.⁵

- a) Linguistics competence: The ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- c) Sociolinguistic competence: knowledge about different types of text and their usual structure and content.
- d) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom –up-strategy).

Based on the explanation above, that reading is very important for the students of English department, because there are many advantages of reading. By reading we will get more knowledge and information.

2. The Nature of Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. According to Nunan, Reading comprehension

⁵Kalayo Hasibuan and Muhammad Fauzan Ansyari, Op.Cit,p.115.

involves understanding vocabulary, see in the relationship among word and concepts, organizing ideas, recognizing the author purpose, making judgment and evaluating.⁶ In other words, The reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar to the information and the topic of the paragraph. Lems, et.al. state that reading comprehension is the ability to construct meaning from given written text.⁷ It means that for the success of reading comprehension, the learner is able to identify the meaning and understand the content from the text.

According to Blanton, Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.⁸ It means that to comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

3. Reading Comprehension in Narrative Text

There are various kinds of text learned by students. One of them is narrative text. According to Syafi'i, narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more

⁶David Nunan, *Language Teaching Methodology: A Text Book for Teacher*. (New York: Prentice Hall, 1991)p.82.

⁷Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learner*, (New York: The Guilford Press,2012)p.170.

⁸Blanton in Peter Westwood.. *What Teacher Need to Know about Reading and Writing Difficulties*. (Victoria: Acer Press). P. 31.

experience. It tells a story to make point or explain an idea or event⁹. Commonly, we can learn the moral message after reading the narrative text.

Narratives can be divided into two:

1. Traditional fiction

Traditional fiction including:

a. Folktales

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

b. Fairy tales

This is kind of traditional tales that tell of magic and talking animal, and of elves, spirits and other little people. Fairies always come as the character.

c. Parables

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

d. Fables

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

e. Moral tales

Moral tales is a story which teaches the reader the good habit.

This genre convinces the reader to become mannerly human.

⁹M. Syafi'i S. *The Effective Paragraph Development: The Process of Writing for Classroom Setting*, (Pekanbaru: LBSI.2007)P. 53.

f. Myths

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

g. Legend

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

2. Modern Fiction

Modern fiction can be classified into the following:

a. Modern fantasy

The story is set in an imaginary world involving magic or adventure. Characters often have supernatural power.

b. Contemporary realistic fiction

This looks like a realistic story but is not. This is human's imagination story. The events in this genre are perfectly similar to the contemporary daily life of human. This story portrays characters and settings that could exist in real life.

Narrative text consists of certain structure. Text structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader.

The purpose of narrative is to amuse, to entertain and to deal with actual vicarious experiences in different ways.¹⁰ Kalayo Hasibuan and

¹⁰Th. M. Sudarwati and Grace. *Look Ahead : An English Course for Senior High School Students Year XI*. (Jakarta : Erlangga, 2005) p. 72.

Fauzan Ansyari also state that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach.¹¹ It is true because narrative text always contents various message for the reader that may entertain or give education to the reader. The writer can conclude that narrative texts have several purposes such as; to entertain and to educate the readers. Examples of the narrative text are legend, fairy tales, science fiction, myths, and adventure stories.¹²

Narrative also has the generic structure of the story. There are three stages in narrative. They are as follows:

- a) Orientation: the function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.
- b) Complication: the function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.
- c) Resolution: this part brings the series of events to a close and revolves the main problem, challenge or situation.

Besides, the language features of narrative are:

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

4. Students' Reading Comprehension in Narrative Text

Students him/herself is the reader. The reader actively interacts with the text. Thus, the students' as the reader will absolutely interact with the

¹¹Kalayo Hasibuan and Muhammad Fauzan Anshari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: UIN SUSKA Press, 2007) p. 130.

¹²Ibid.P. 8

text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Active readers apply some reading comprehension strategies to comprehend the text including narrative text. Brown maintained some principle strategies for reading comprehension as follow¹³:

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
- d. Guess at meaning (of words, idiom,etc) when the reader is not certain.
- e. Skim the text for gist and for main ideas
- f. Scan the text for specific information(names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will help the students easily comprehend narrative text. Teaching narrative text will become easy if teacher teaches the students to apply the reading comprehension strategies.

¹³H. Douglas *Teaching by principle: An Interactive Approach to Language Pedagogy*. New Jersey: San Francisco State University Englewood, 1994. P. 188-189

5. The Factors Influencing Students' Reading Comprehension in Narrative Text

There are some factors that influence students' reading comprehension in narrative text. According to Westwood, there are five factors in students' reading comprehension, such as:¹⁴

- a. Limited vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text
- e. Problems with processing information

In addition, Purwanto said that there are two big factors that influence students in learning process, they are as follows:¹⁵

- a. Internal factor which includes psychological aspects, such as interesting, motivation, attitude and talent.
- b. External factor which includes environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facility, management, and administration).

Based on explanation above, the writer concludes, there are some factors that influence students' reading comprehension, they are:

¹⁴Peter West wood . Op. Cit. P. 33-37.

¹⁵Ngalm Purwanto,*Psikologi Pendidikan*. (Bandung: Rosdakarya, 2004), p. 107.

a. Internal Factors

1) Students' Motivation

According to Donal in Seri Wahyuni, motivation is changing energy from someone that marks with feeling started by responding the objectives.¹⁶

2) Students' Interesting

Interesting is to attract your attention and make you feel interested.¹⁷

3) Students' Talent

Talent is a basic factor that influences students' successful in learning.

4) Students' Attitude.

According to Grave in Seri Wahyuni, attitude and motivation are crucial determinant of learning.

5) Personal Experience

Narrative text is one of kind of texts that retells a story of event or experience in the past.

b. External Factors

1) Teacher's Role

Teacher has a role in influencing students' reading comprehension in narrative text. In teaching and learning process, the teacher should plan what strategy, technique or method and material will be used.

¹⁶Seri Wahyuni, *The Use of Experience Generalization Reinforcement Application (EGRA) Technique Toward recount Text Writing Ability at the Second Year Students of State Senior High School*. (Pekanbaru: Unpublished, 2012), p. 20.

¹⁷*Oxford: Learner's Pocket Dictionary, Op. Cit.*, p. 233.

2) Curriculum.

Curriculum is an external factor that influences students' reading comprehension in narrative text. Curriculum is consisting of standard competence for students.

6. The Nature of the Five W's Strategy

According to Trumbull Five W's Five useful for examining the key points of a story or event¹⁸. It is strategy will also help to apply comprehension strategies to that they can understand and retain the information that they are read. The Five W's there are many type of diagram .Model how to answer The Five W's through a read – loud with the student. The graphic organizer can be used by students individually, in pairs, or in groups. how the student think about and list the "Who, When, Where, What, and Why" of a story or event in a simple visual way.

According to Hart, Five W's (what, when, where, why, who) provide a strategy that is often used the teacher in order to provide the students' with a quick overview of an event or story.¹⁹ In other words The Five W's Strategy can also use to give information with quick overview of an event. Identifying the main events or ideas in a story is something that good readers also do. They are constantly pulling out ideas from the text they are reading and determining what the main points are in each segment of the reading passage.

¹⁸Henry Clay Trumbull, *Content Area Reading and Learning Instructional Strategies*. (London :Lawrence Erlbaum Associates. 2004) p .106.

¹⁹Geoff Hart,*Reading Comprehension Strategies* Wheaton-Chicago,Vol.78,No 2,June 1990.P.199.

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7. Teaching Reading by Using the Five W's Strategy

The Five W's strategy is important to be able to read, understanding what you read is the real objective. This strategy will also help to motivate students to read for understanding. The activities of teaching reading by using the Five W's strategy. The procedures as follows:²⁰

- a. Today we are going to learn about reading comprehension. When we read books it is important to understand and remember what we have read. So that we can apply our knowledge. You can do this by asking yourself five simple questions while you read. They are Who?, What?, When?, Where?, and Why?
- b. The teacher read the short story, "The Lady and the Tiger", loud with students.
- c. Review silent reading. You can ask yourself these five questions while you read silently to yourself, so that you can understand and remember what you are read.
- d. Then discussion ask the students to answer the questions such as; Who are the main characters?, What is happening that is important to remember?, When the story taking place?, Where is the story taking place?, and Why did specific events have importance?
- e. Pass out the class set of "The Lady and the Tiger", Instruct the students to answer the question about The Five W's on sheet of paper while they are reading.

²⁰*Ibid.* P. 163.

B. The Definition of Approach, Method, Technique, and Strategy

There are four things that the teacher should do to make good decisions concerning the choice of an approach, method, technique, and strategy.²¹

a. Approach

Celce says that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like a collection of theory, there is no procedure and it is still general.

b. Method

Method is an overall plan for systematic presentation of language based on a selected approach.²² It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.

Then, method can be considered as a way of learning that must be taken to realize the teachers in a real and practical activities in the classroom to achieve learning objectives. Anthony in Murcia explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistics objective.²³ In short, method is about theory and also the procedures of theory.

c. Technique

²¹Marianne Celce, *Teaching English as foreign Language 3rd Ed.*, (London: Thomson Learning, Inc, 2001), p.9 & 90.

²²Jack C. Richards, Willy A. Renandya. *Methodology in Language Teaching*. (new York: Cambridge University Press. 2002) p. 9.

²³Marianne Celce-Murcia. *Teaching English as a second or Foreign Language (Third edition)*, (Boston: Heinle & Heinle-Thomson Learning, 2001)p.5.

Technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique)²⁴. On the other hand, techniques are specific activities manifested in classroom that are consistent with a method and thus are in harmony with and approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. So, a technique is a very specific type of learning activity use in one or more methods.

d. Strategy

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.²⁵ Thus strategy is about students perform a few steps in learning process.

C. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our research it self.²⁶

1. This is a research from Natalie. She conducted a research entitled "The Effect of using 5W's Strategy on Reading Comprehension at University of New York. From the research, she found that the second hypothesis was accepted because T-table at the 5% significance level refers to 2.01. While in the level of significance 1% is 2.68. Therefore, it can be analyzed that to

²⁴*Ibid*

²⁵*Ibid*.p.90

²⁶M. Syafi'I. S. From Paragaph to a Research Report: *A Writing of English for Academic Purposes*. (Pekanbaru : Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, 2007) p. 122.

is higher than T-table in either at 5% or 1% level of significance. It can be read that $2.01 < 8.0 > 2.68$, it means that there is significant effect 5W's Strategy on reading comprehension at University of New York. That means there is any significant different between using collaborative strategic reading for reading comprehension achievement.²⁷

- 2) This research was conducted by Fahri Epando. He conducted research entitled "The Effect of Using 5W's strategy toward Reading Comprehension in narrative text of the Second Year at Senior High School YLPI Pekanbaru." From the research, he found that the second hypothesis was accepted because T-table at the 5% level of significance refers to 2.00. While in the level of significance 1% is 2.65. Therefore, it can be analyzed that to is higher than T-table in either at 5% or 1% level of significance. It can be read that $2.00 < 8.26 > 7.180$, it means that there is significant Effect of 5W's strategy toward Reading Comprehension in narrative text of the Second Year at Senior High School YLPI Pekanbaru. That means there is any significant different between using collaborative strategic reading for reading comprehension achievement.²⁸

²⁷Natalie. *The Effect of using 5W's Strategy on Reading Comprehension of the Eleventh Grade at University of New York*. (Unpublished, 2009) p. 1.

²⁸Fahri Epando, *The Effect of Using 5W's strategy toward Reading Comprehension in narrative text of the Second Year at Senior High School YLPI Pekanbaru* : (Unpublished, 2013) p. vi.

D. The Operational Concept

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves two variables, the first variable is the Five W's Strategy which is symbolized as X and the second variable is Reading Comprehension which is symbolized as Y.

1. The Procedures of the Five W's Strategy as follows: ²⁹
 - a. The teacher explains about materials .Today we are going to learn about reading comprehension. When we read books it is important to understand and remember what we have read,so that we can apply our knowledge. You can do this by asking yourself five simple questions while you read. They are Who?, What?, When?, Where?, and Why?
 - b. The teacher read the short story, “The Lady and the Tiger”, loud with students.
 - c. The teacher asks students to review silent reading. You can ask yourself these five questions while you read silently to yourself, so that you can understand and remember what you read.
 - d. The teacher ask students to discuss, then asks the students to answer the questions such as; Who are the main characters?, What is happening that is important to remember?, When is the story taking place?, Where is the story taking place?, and Why did specific events have importance?

²⁹Katherine S. McKnight. *The Teacher's Big Book of Graphic Organizers*. United States: The Jossey – Bass 2010 p ,155.

- e. Pass out the class set of “The Lady and the Tiger”, Instruct the students to answer the question about The Five W’s on sheet of paper while they are reading.

The Indicators of Reading comprehension in narrative text as Y variable can be seen as follows³⁰:

- 1.) The students ability to identify the main idea in reading narrative text text.

The main idea is what the author wants you to know about the topic.³¹

The readers understand not only the ideas, but also the relative significances as expressed by the writer. It is selected in beginning, middle, and at the end of paragraph. Sometimes, the main idea is not stated clearly.

- 2.) The students ability to Identify the references in reading narrative text.

Nuttal says that recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage³². In order to avoid repeated words or phrases, the authors use reference words.

³⁰Kasnila. *The Effect of the Teacher Modeling and Guided Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 Kubu Rokan Hilir* (Unpublished, 2009) p.14-15.

³¹Kathleen T. McWorther. *Guide to College Reading*. (Boston: Little, Brown Company, 1986) p. 76.

³²Christen Nuttal. *Teaching Reading Skills in a Foreign Language*.(London: Heineman Educational Book, 1982) p. 90.

- 3.) The students ability to Locate the meaning and vocabulary in context.

Nuttal says that locating the meaning of the vocabulary in context,It is identify the meaning of unfamiliar words.³³ It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

- 4.) The students ability to find out the factual information in narrative text.

Nunan says that while reading, the readers must be able to recognize the detail information such as person, places, events, and time. The detail information questions are generally prepared to focus on wh-questions for obtaining information³⁴. It requires readers to scan the specific details.

- 5.) The students ability to determine generic structure in narrative text.

Narrative text also has generic tructure of the story.³⁵ There are Orientation: the function of orientation is set the scene, creating a visual picture of the setting and time of the story. Complication: the function of complication is to revolve the around the conflict of problems that affect setting and characters. Resolution: this part brings the series of events to a close and revolves the main problem, challenge or situation.

³³ Ibid.,77

³⁴David Nunan. *Language Teaching Methodology: A Text Boook for Teachers*. (New Jersey: Prentice Hall, 1991) p.78.

³⁵Kristin Lems, Leah D. Miller and Tenena M Soro, *Teaching Reading to English Language Learne.*, (New York : The Guilford Press, 2012) p. 177.

E. The Assumption and Hypothesis

1. Assumption

According to Arikunto assumption is believed things about the truth by the researcher and should be formed clearly³⁶. In this research, the writer assumes that Five W's strategy can improve students' reading comprehension in narrative text. Students are able to comprehend the narrative text better than before.

2. Hypothesis

Syafi'i states that hypothesis is a temporary answer to the problems proposed in research project³⁷. The hypotheses in this research are:

H₀: There is no significant effect of using Five W's strategy on students' reading comprehension in narrative text of the eleventh grade at Senior High School 4 Pekanbaru.

H_a: There is a significant effect of using Five W's strategy on students' reading comprehension in narrative text of the eleventh grade at Senior High School 4 Pekanbaru.

³⁶Suharsimi Arikunto. *Prosedur Penelitian*. (Jakarta: Rineka Cipta.2010)p.107

³⁷M. Syafii S. *From Paragraphs To A Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI. 2007.)p.125.