

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one kind of the four language skills. Reading is very important for human being to get knowledge from the books or the articles. Reading has interaction between the reader and the text. The requirements of reading process are practice, development, and refinement. The key of getting successful in reading is more practice by reading more books or articles to improve ability. Reading activity is used for updating the information in our daily life.

W.S. Gray stated, "Reading is form of experience". Reading brings us in a contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them are in various fields.¹ It means that reading is certainly an important activity for expanding knowledge of a language. Reading can give some advantages because the reader can find everything that the reader does not know before. Reading has also a relation between the author's messages and the information that the reader will find.

¹ Dr. M.F. Patel. *English Language Teaching (Methods, Tools & Strategies)*.(Jaipur: Vaishali Nagar, 2008), p.115

According to Harmer reading is not passive skill.² To do it successfully, the reader have to understand what the words mean, see the pictures that the words are painting to understand the arguments and work out if the reader agrees with them.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of reading material, the reading activity becomes inadequate. Richards states that reading is perceiving a written text in order to understand its content.³ Regarding this idea, reading is accepting and concluding written text to get understanding. Furthermore Stone also stated that reading is a fundamental goal that must be mastered in order to be successful in school and in life.⁴ Reading is a basic goal to get successful in school and life because the readers know some information, they get knowledge, and they get advantages in their life.

According to Grabe there are several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many case, reading for interest or reading to entertain).⁵ So, reading has several purposes. One

²Jeremy Harmer. *How to Teach English*. (Edinburg Gate: Longman, 2000), p.70

³Frangoise Grellet. *Developing Reading Skill*. (Cambridge: Cambridge University Pres, 1986) ,p.4

⁴Randi Stone. *Best Practice for Teaching Reading*. (California: Corwin Press, 2009), Pp. 39

⁵William Grabe. *Reading in a Second Language: Moving From Theory to Practice*. (New York: Cambridge University Press), 2009, p. 8

of the purposes of reading itself is to search information, to get knowledge, or comprehension.

There are main ways in reading as follows⁶:

a. Skimming

Skimming is reading quickly over a text to get the gist of idea.

b. Scanning

Scanning is reading quickly through a text to find a particular piece.

c. Extensive Reading

Extensive reading is a reading longer texts, usually for one's own pleasure, mainly involvve global understanding.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Meanwhile, the important point should be known in teaching reading; understand about the text, build vocabulary, and identify meaning of the text. Hughes stated that," Teaching reading must teach as follows; identify pronominal references, main ideas, supporting details, what kind of text is involved, topic, and making inferences".⁷

Based on the definition above, it can be concluded that reading is certainly an important activity for expanding knowledge of a language.

Reading has also relation between the author's messages and the

⁶Frangoise Grellet. *Op.Cit.*,p.4

⁷Arthur Huges. *Testing for Language Teacher*;2rd Edition. (Cambridge; Cambridge University Press, 2003), p.13

information that the reader will find. Reading has some purposes. One of the purposes of reading is to search information, to get knowledge, or comprehension.

2. The Nature of Reading Comprehension

According to Duffy comprehension is the essence of reading because the goal of written language is communication of messages. If the reader does not understand the messages, the reader are not reading.⁸ So, it is clear that without getting comprehension, reading activity becomes meaningfulness for a reader because the reader cannot get any information or message from the reading material. Dorn and Soffos said that comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind.⁹ This statement emphasizes that people who read with understanding, they can interpret and unify ideas because their minds have been influenced by some of the actions.

A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows¹⁰ :

- a. Generic Knowledge : Generic knowledge is the reader's background information. It is cognitive information that the reader is active to construct meaning from the text.

⁸Gerald G. Duffy. *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies, Second Edition*. (London: The Guilford Press, 2009), p. 14

⁹Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Publisher, 2005), p. 14

¹⁰*Ibid.*

- b. Text Knowledge : Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. Strategic Knowledge: Strategic knowledge is the readers' knowledge of specific strategic for problem solving, including cognitive strategy for sustaining and expanding the meaning of the text.
- d. Reflective Knowledge: Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

There are seven types of comprehension that enable readers to make meaning from written text, they are:

1) Graphic and semantic organizers

The use of graphic representations of written material can aid readers in making meaning.

2) Question answering

Readers are more likely to understand what they read when they are asked questions about the reading by their teacher and receive immediate feedback about their answers.

3) Question generation

Readers are more likely to understand what they read when they ask questions of themselves about various aspects of their reading before and during the reading itself.

4) Text structure

Helping readers understand the underlying organization or structure of a written text has been found to aid them in understanding and recalling the information from the passage.

5) Summarization

Readers are better able to understand what they read when they engage in distilling, integrating, and generalizing the information from a passage into its key ideas in the form of a brief summary.

6) Cooperative learning

Students are more likely to make meaning from a text when they engage in the process of making meaning with other students.

7) Comprehension monitoring

Successful comprehenders monitor their own comprehension and make strategic decisions to employ certain strategies or processes, depending on how successful they feel in making meaning from their reading.

In addition, Brown stated that there are some reading comprehension questions that can be evaluated, they are main ideas, expression/idiom/phrase in context, inference, grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary context.¹¹

¹¹H. Douglas Brown. *Language Assessment: Principle and Classroom Practice*. (San Francisco: San Francisco State University, 2004), p. 206

The writer concluded that reading comprehension is not as simple process. There are many processes that must be passed by a reader in order to reach the comprehension.

3. The Nature of Narrative Text

There are many kinds of text learned by the students. One of them is narrative text. According to syafi'i, narrative is story telling that tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or even¹². This statement emphasize that narrative text is a text which contains about non fictitious story and fictitious story. It gives one or more experiences. Commonly, the reader can learn the moral message after reading the narrative text.

The text organization of narratives is as follows¹³:

- a. Orientation: It tells about the setting in time, place, and characters.
This part sets the moods and invites the readers to continue reading.
- b. Complication: This part tells about problems to be solved by characters in the story.
- c. Resolution: It describes the solution to the complications and gives an ending to the story.

The grammatical features of narrative text are¹⁴:

¹²M. Syafi'i S. et. al. *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSO, 2007), pp. 53

¹³Dr. Mukarto, M,Sc, Sujatmiko B, and Josephine S. *English on Sky SMP Book VIII for Junior High School Students Year VIII (SMP)*, (Jakarta: PT. Gelora Aksara Pratama, 2007), p.123

1. Use simple past tense.
2. Use the particular nouns to refer to describe the particular people, animals, and thing that the story is about.
3. Use the adjective to build noun groups to describe the people, animals, or thing in the story.
4. Use the conjunction and time connective to sequence event thought time.
5. Use the adverbial phrases to locate the particular incidents or events.
6. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

Common forms of narrative text which are studied in junior high school are¹⁵:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and historized narrative performed in a conversational mode. The example of legend in narrative text are; Malin Kundang, the legend of Tangkuban Perahu, and the story of Toba lake.

¹⁴Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p. 17

¹⁵SMP Negeri 37 Jakarta. 5 march 2011. *What is narrative ?*, (Article of narrative) retrieved on march 20, 2014. From <http://www.smpn37.wordpress.com/2011/03/05/what-is-narrative/>

b. Fable

A fable is short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human being. The example of fable in narrative text are; The smartest parrot, the story of monkey and crocodile, and mousedeer and crocodile.

c. Fairy Tale

A fairy tale is typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale are; Cinderella, snow white, and Pinocchio.

d. Science Fiction

Science Fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Some examples of science fiction are; starship trooper by Robert Heinlein, to the moon from the earth by Jules Verne, and others.

4. Students' Reading Comprehension in Narrative Text

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 text¹⁶. To comprehend, readers must use information they already possess to filter, to

¹⁶ Peter Westwood. *What Teacher Need to Know About: Reading and Writing Difficulties*.(Victoria. Acer Press. 2008), p. 31

interpret, to organise and to reflect upon the incoming information from the page.

According to Snow reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁷ When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process.

When teaching for comprehension, especially for making students comprehend in narrative text. The challenge are two folds: to understand the complexity of the comprehending process, and to apply this knowledge to our work with students. If the mind cannot formulate questions about the reading, true comprehension is impossible. Smith in Dorn and Soffos stated that comprehension cannot occur if a reader is unable to ask questions of the author¹⁸. In other words, comprehension is the part of reading that is very important to be learned. Therefore, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understand the information.

There are some principal strategies for reading comprehension:¹⁹

- a. Identify the purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding

¹⁷ Catherine Snow. *Reading for Understanding: Toward an RBD Program in Reading Comprehension*. (Santa Monica: Rand. 2002), p. 11

¹⁸ Linda J. Dorn and Carla Soffos, *Op.Cit.*, p. 43

¹⁹ H. Douglas Brown, *Op.Cit.*, p.188-189

- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idioms, etc.) .
- e. Skim the text for the 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, charts, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.

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

5. Factors Influence Students' Reading Comprehension in Narrative Text

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to

insufficient instruction to inappropriate materials.²⁰ They are several factors that may influence the comprehension. They are as follows²¹:

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculate can often account for a large portion of the difference between successful and unsuccessful comprehension.

b. Motivation and Interest

Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences

Teacher should be aware of how cultural differences influences the comprehension of individual students. Should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding fluency

Students cannot be expected to comprehend passage when they are devoting large amounts of attention to identify individual words. They

²⁰Grellet. *Op.Cit.*, p. 64

²¹Judith Westpal Irwin. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall, 1986), p. 102

should be given material they can decode fluently if they develop their comprehension skill.

6. Cooperative Learning (CL)

The teacher should be creative to find other teaching strategy that can help the students in reading. In teaching reading, one of teaching methods which might be used by teacher is Cooperative Learning (CL) method. Robyn states that Co-operative learning was designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups.²² In cooperative learning, students work in group, so it makes them more active, creative and easy to understand the reading comprehend or do the task.

According to Johnson there is persuasive evidence that cooperative team activities achieve at higher levels of thought and retain information longer than students who work individually.²³ The cooperative learning environment is more effective than the individual learning environment because they work together to retain information in small group toward one goal.

Teaching by cooperative learning has some benefit. Kagan states that cooperative learning (CL) offers three major benefits are provides a richness of alternatives to structure interactions between students, addresses content area learning and language development needs within the same organizational

²²Robyn M. Gillies and Adrian F. Ashman. *Co-operative Learning, The Sosial and Intellectual Outcomes of Learning in Group*. (London and New York: RoutledgeFalmer, 2003), p. 54

²³D. W Johnson, & Johnson, R.T, (Cooperative and the Use of Technology, in D.H.Jonassen, (Ed.), *Handbook of Research for Educational Communications and Technology*. (New York: Simon and Schuster Macmillan), p. 1017-1044.

framework, and the variety of ways to structure student practice with lesson material increases opportunities for individualized instruction, such as peer-provided clarification.²⁴

In addition, Farrel and Jacob state that the most common way that teachers can implement this view of learning as a social activity is by the use of cooperative learning activities in their second language classes.²⁵ So, it is clear that cooperative learning is relevant to both teacher and students. It can be applied in multi-cultural classroom. But in this method, students participate during the teaching learning process. The students explain their ideas to other students because they are the center of learning process. Teachers on the other hand, play as facilitator.

According to kagan, there are four basic principles of cooperative learning:²⁶

a. Positive Interdependence

Students perceive that they need each other in group task. The students in group need each other's output if they are to solve the problem or the task they have been given. Every student in group has contribution for their group.

b. Individual Accountability

Individual accountability is one of the most important motivating factors in cooperative learning. Every student has their own responsibility. They have

²⁴Kagan, *Op.Cit.*, p. 6.18

²⁵Thomas, Farell and George Jacobs. *Essential for Successful English Language Teaching*. (New York: Continuum Publisher, 2010)

²⁶Kagan, *Op.Cit.*, p. 3.18

an important role in the group. It makes them independent to answer the question or solving the problem in group, and they should be accountable for their own work.

c. Equal Participation

Everyone of the group can contribute equally to do the assignment in group work. They have opportunity to be active in the group work.

d. Simultaneous Interaction

Simultaneous interaction focuses on the equality of active engagement per students. It is used to simulate student's brain before teacher gives the material.

7. The Concept of Showdown Strategy

Showdown is one of the cooperative learning strategies that allows students to work together by answering question in group. This activity can be used to assess students to comprehend the text.²⁷ According to Kagan in Oktaviani showdown is one of the cooperative learning structures that can be applied by teacher in the classroom.

Furthermore, using showdown is to assess and inforce learning. In this activity, each group comes up with a list of ten questions on the topic that has just been taught to pass the questions to another group.²⁸ This statement emphasizes that showdown can assess students' comprehension especially, in learning reading and it can also make students understand

²⁷Oktaviani, *Op.Cit.*, p.2.

²⁸Judie Haynes, December 2008. Cooperative Learning in the Content Area Classroom, (*A journal of Judie Haynes in Essensial Teacher*) Retrieved on January 19,2014.From Judieh@optonline.net. p.1

because the questions are uncorrect in one group, it will be passed and it gives it to another group. So, the students can solve the problem together and they share their idea. Totten states that the share learning gives students an opportunity to engage in discussion to take responsibility for their own learning, and thus become critical thinkers.²⁹

Showdown is an appropriate strategy used to improve reading comprehension. It has several procedures that can help to give more understanding about the material. Because it review the material before a quiz or test given by the teacher.

Showdown is great way to review material or to generate ideas for new material.³⁰ In other words, showdown is great strategy that can help the students to comprehend the material by reviewing the material and developing ideas for new material is given.

According to Kagan in Virginia, she stated that showdown is to identify elements of literature in response to questions; express an opinion, summarize, explain, discuss, communicate ideas in an organized and cohesive way; express a point of view providing supporting facts.³¹

Regarding this idea, this strategy do not only require the students answer

²⁹Faith A. Brown, B. A., M.A. Collaborative Learning in the EAP Classroom: Students' Perceptions, (*A Journal of Centre for Academic Development Communication & Study Skills Unit University of Botswana*) Retrieved on February 12, 2014. From <http://www.espworld.info.collaborativelearning>.

³⁰Kagan. 2009. *Cooperative Learning Resources*, (Article of Description: Showdown), retrieved on March 9, 2014. From <http://www.cooperativelearningresources.weebly.com/showdown.html>

³¹Dr. Virginia P.Rojas. *Strategies for Success with ELL: A Toolkit for Teachers*. (EARCOS institute, 2009), p.20

question, but it also build their thinking to express their opinions, summarize, discuss, communicate ideas, and cohesive way.

Based on the explanation above, showdown is powerful strategy in which it can help the students easy to comprehend the text and it can also help the students to answer question because they work together and they share each their ideas. This strategy also makes students enjoy learning reading. So, they can be successful in comprehending the text given by the teacher.

Teaching procedure of Showdown strategy as follows³² :

1. The teacher divides students into several groups
2. The teacher distributes the materials to each group: a deck of question cards, one small basket and Thinkpad slips (small slips of paper) for each team member to each group.
3. The teacher selects a student on each team to be showdown captain for the first round.
4. The teacher explains that the Showdown captain draws the top card, reads the question aloud for all team member, Then provides think time. Each team member will answer the question individually on their ThinkPad slips and turn their answers face down on the table in front of them.
5. When being finished, teammates signal they're ready.
6. The showdown captain calls, "Showdown!".

³²Kagan, *Op.Cit.*, p. 6.35

7. Then, teammates show and discuss their answers.
8. The Showdown captain leads the checking, if correct, the team celebrate; if not, teammates tutor, then celebrate.
9. The student at the left of the Showdown captain will become Showdown captain for the next round.
10. Repeat from steps above for each round.

8. Using Showdown Strategy toward Students' Reading Comprehension in Narrative Text

Reading is a very important skill in the education field and life because it can give some information, experiences, and several advantages in finding information needed. Stone states that reading is a fundamental goal that must be mastered in order to be successful in school and in life.³³

According to Duffy comprehension is the essence of reading because the goal of written language is communication of messages. If the reader does not understand the messages, the reader are not reading.³⁴ Regarding this idea, comprehension is goal of the reader. The reader cannot get information or messages because they do not understand the messages. So, reading comprehension is the process to get information and construct meaning through what the reader reads. In building reading comprehension, there are actually some strategies related to the reading comprehension. One of the commonly

³³Stone, *Op.Cit.*, p. 39

³⁴Duffy, *Op.Cit.*, p.14

strategies is showdown strategy. It is one of the commonly strategies used to improve students' reading comprehension.

Teaching reading comprehension through showdown is one of the ways to make students enjoy learning reading because they work together to solve the problem and share their idea. In other words, this strategy makes students enjoy in their learning because they work and they share their idea together. The teacher provides time to think its answer and he or she asks students to answer question. If one group cannot answer it and the other group will be asked to answer. So, they can comprehend the text through answering question given by the teacher and they enjoy learning reading. It is better for comprehending because the teacher also gives the students opportunity to engage learning and to make the students became critical thinkers.

B. Relevant Research

1. Research by Astri Dwi Octaviani. She conducted a research entitled "The Effect of Using Showdown on Students' Reading Comprehension at The First Grade Students of SMP Negeri 2 Cibadak".³⁵ She found that t_o (3.42), at the level of significant of 5% was 1.67 and at significant level of 1% was 2.39. it means that t_o was higher than t_{table} ($1.67 < 3.42 < 2.39$), so the alternative hypothesis (H_a) was accepted. The result of this research

³⁵Astri Dwi Octaviani. November 2012. The Effect of Using Showdown on Students' Reading Comprehension of SMP 2 Negeri Cibadak. (*A journal of English education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University*) retrieved on May 22,2013 from <http://ejournal.unpak.ac.id,pp.2>. Vol.5

showed that there is effect of Showdown on Students' Reading comprehension of SMP Negeri 2 Cibadak.

2. This research from Delpidon. He conducted a research entitled " The Influence of The Cooperative Integrated Reading and Composition (CIRC) Method on Students' Reading Comprehension at the Second Year Students of SMPN 06 Kuantan Tengah".³⁶ In his research, he concluded that there was significant effect of the cooperative integrative reading and composition (CIRC) on student's reading comprehension.

C. Operational Concepts of The Research

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is experimental research which focuses on gaining the effect of using showdown strategy toward students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables, variable X and variable Y. Variable X is using showdown strategy as independent variable. Variable Y is students' reading comprehension of the eighth grade at MTsN Andalan Pekanbaru as dependent variable.

³⁶Delpidon. The influence of the cooperative integrated reading and composition (CIRC) method on student's reading comprehension at the second year students of SMPN 06 Kuantan Tengah. (Kuantan Tengah: Unpublished Thesis 2011)

1. Variable X: Teaching Showdown strategy

The procedures of Showdown strategy can be seen as the follow:³⁷

- a. The teacher divides students into several groups
- b. The teacher distributes the materials to each group: a deck of question cards, one small basket, ThinkPad slips (small slips of paper) for each team member to each group.
- c. The teacher selects a student on each team to be showdown captain for the first round.
- d. The teacher explains that the showdown captain draws the top card, reads the question aloud for all team member, Then provides think time. Each team member will answer the question individually on their ThinkPad slips and turn their answers face down on the table in front of them.
- e. When being finished, teammates signal they're ready.
- f. The showdown captain calls, "Showdown!".
- g. Then, teammates show and discuss their answers.
- h. The Showdown captain leads the checking. If correct, the team celebrate; if not, temmates tutor, then celebrate.
- i. The student at the left of the Showdown captain will become Showdown captain for the next round.
- j. Repeat from steps above for each round.

³⁷Kagan.*Ibid.*, p. 6.35.

2. Variable Y: reading comprehension in narrative text

To find out the students ability in reading comprehension in narrative text of the eighth grade at MTsN Andalan Pekanbaru, the writer determines some indicators for reading comprehension in narrative text as follows:

- a. The students are able to identify main idea in *Narrative* text.
- b. The students are able to identify generic structure in *Narrative* text.
- c. The students are able to identify vocabularies in the *Narrative* text
- d. The students are able to identify pronominal reference in *Narrative* text.
- e. The students are able to identify moral value in the *Narrative* text.

D. Assumption and hypothesis

1. Assumption

In this research, the writer assumes that:

- a. The students' reading comprehension taught by using showdown strategy is various.
- b. The students' reading comprehension taught without using showdown strategy is various.
- c. The better implementation of using showdown strategy in reading the better students' reading comprehension will be.

2. Hypothesis

Based on the assumption above hypothesis of this research is:

a. The Alternative hypothesis (h_a)

There is significant effect of using showdown strategy on students' reading comprehension in Narrative Text of the eighth grade students at MTsN Andalan Pekanbaru.

b. The Null Hypothesis (h_o)

There is no significant effect of using showdown strategy on students' reading comprehension in Narrative Text of the eighth grade students at MTsN Andalan Pekanbaru.