

## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Reading

Reading is ability to acquire some information from many resources of materials. Moreillon has stated that reading is making meaning from print and from visual information.<sup>1</sup> Besides, Fischer also maintained that reading is the ability to make sense of written or printed symbols. Readers use symbols to guide them to recover the writer's message.<sup>2</sup> In short reading is the way to get meaning and information from many sources such as books, novels, magazine or newspaper.

Reading also builds our perception about what author wants the readers understand in certain ways. In this case, between reader and writer are connected each other. Johnson has stated reading is the practice of using text to create meaning.<sup>3</sup> It means that if there is no meaning being created, there is no reading taking place. Brown maintained that there are type genres of reading. They are academic reading, job related reading and personal reading. He says that the genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning.

There are four basic types of reading, they are as follow:

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<sup>1</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. (Chicago: American Library Association, 2007), p. 10

<sup>2</sup> Steven Roger Fischer. *A History of Reading*. (London: Reaktion Books Ltd, 2003), p.13

<sup>3</sup> Andrew P. Johnson. *Teaching Reading and Writing: A Guidebook for tutoring and Remediating Students*. (United States of America: Rowman & Littlefield Education, 2008),p.3

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

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, certain typical tasks used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraph, and simple charts and graphs

3. Interactive

It includes among interactive reading types of stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, an intake is the product of that interaction.

4. Extensive

Extensive reading applies to the text more than a page, up to including professional article, essays, technical reports, short stories, and books.

According to Mickulecky and Jeffries, there are six important skills in reading. They said when readers read, they will use different skills. Readers need to work on them one at a time.<sup>4</sup>

1. Previewing

Before starting reading, readers have to find out something what they will read. Then they can start thinking about the subject. It helps them to read faster and with more understanding.

2. Asking question as you read

Asking question helps readers pay attention. It also helps reader remember what they read.

3. Guessing what new words mean

4. Finding the topic and main ideas

To find the topic and main idea. Ask two questions: what this is about? What does the writer want to say about this?

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<sup>4</sup> Beatrice S. Mickulecky and Linda Jeffries. *Reading Power: Reading Faster, Thinking Skills Reading for Pleasure, Comprehension skills*. United States of America: Addison-Wesley Publishing Company. 1986. p.1

## 5. Understanding pattern

A pattern is a way of putting ideas together. If the reader can find the pattern they will understand more and remember.

## 6. Using signal words

Signal words will tell reader what direction the writer is going and helps to follow the writer idea.

## 2. The Concept of Reading Comprehension

The goal of reading is to get information. So every reader should have good comprehension in reading the text. Reading comprehension is indicator that indicates the readers understand what they read. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word meaning, word and word fluency.<sup>5</sup> Richard has stated that comprehension is the ability in identification of the intended meaning of written or spoken communication.<sup>6</sup> In line with Richard statement Linger maintained that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>7</sup>

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<sup>5</sup> Janette K. Klingner et.al, opcit. p.2

<sup>6</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Pearson Education, 2002),p.99

<sup>7</sup> Karen R. Harris & Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: Guilford Press, 2007, p. 2

According to Tankersley, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and the involvement of written language. It consists of three elements: the reader, the text and the activity of purpose for reading.<sup>8</sup> In line with Tankersley statement above, Tompkins in Bailey thesis said Comprehension involves a combination of text factors to understand what they are reading. Readers with good comprehension skills can predict, connect, monitor, repair and use their knowledge of genres, organizational patterns, and literary devices to create meaning.<sup>9</sup>

J. Dorn in Enita Rahayu stated that a good reader will integrate four types of knowledge to expand their reading comprehension. They are as follow<sup>10</sup>:

a. Generic knowledge

Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.

b. Text knowledge

Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures

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<sup>8</sup> Karen Tankersley. *Literacy Strategies for grades 4-12: Reinforcing the Threads of Reading*. (Association for Supervision and Curriculum Development Alexandria, 2005),p.108

<sup>9</sup> Mariah C. Baley. *Evaluation of Reading Comprehension Gains as Measured by DIBELS Retell Fluency*. (Marshall University: Theses, Dissertations and Capstones,2011),p.2

<sup>10</sup> Enita Rahayu. *The Effect of Using Character Quotes Strategy Toward the Students Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu*. (Pekanbaru UIN Suska: Unpublished Thesis, 2012), p. 16

c. Strategic knowledge

Strategic knowledge is the readers' knowledge of specific strategies 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.

Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences. Effective readers have a purpose for reading, and use their background knowledge and experiences related to the text. Tankersley said that we do not comprehend unless we draw connections between what we read and our background knowledge.

Tankersley also maintained the following four important factors that influence reading<sup>11</sup> :

1. Command of the linguistic structure of the text

When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text. For example, most children know that fairy tales begin with the opening, "Once upon a time" and end with the words "The End."

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<sup>11</sup> Karen Tankersley. Opcit. p.109

Knowing such characteristics helps the reader to anticipate what will come next in the text.

2. Adequate vocabulary in the content area

A good vocabulary enables readers to process words automatically while reading. Because we can hold no more than seven items in short-term memory at any one time, readers must decode words rapidly.

3. 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 comprehensions so that they know when it has been lost.

4. 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.

To increase students reading comprehension and to assist classroom in developing comprehension question test for reading, teacher can use Barrett's Taxonomy. The Barrett's Taxonomy is designed to assist students in developing reading comprehension. There are five Barrett's Taxonomies of reading comprehension:

- a. Literal comprehension focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension is divided in two types. They are recognition (students' ability to locate or identify ideas or information explicitly) and recall (students' ability to produce from memory ideas or information explicitly stated in reading selection). Both consist of details, main ideas, sequence, comparison, cause-effect relationship, and character traits.
- b. Reorganization requires the student to analyze synthesize, and organize ideas or information explicitly stated in reading selection. The students may utilize the statements of the authors verbatim, or he/she may paraphrase or translate the author statement: classifying, outlining, summarizing and synthesizing.
- c. Inferential comprehension is demonstrated by students when he/she uses the ideas or information explicitly stated in reading selection, intuition and personal experiences as a basis for conjectures and hypothesis. The student may infer: supporting details, main ideas, sequence, comparisons, cause and effect relationship, character traits, predicted outcomes and figurative language.
- d. Evaluation requires responses by the student which indicate that an evaluative judgment has been made. The students may compare ideas presented in the reading selection with external criteria provided by the teacher, other authorities, or written sources with



internal criteria provided by student's experiences, knowledge, and values.

- e. Appreciation (affective domain) involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader.

### **3. The Concept of Narrative Text**

Narrative text is a story telling. This text tells about something happened in the past whether it is true story or legend. According to Barwick, Narrative text is written to entertain, to amuse and to interest the reader in which it simultaneously teaches, explains, or informs.<sup>12</sup> Ideally in a text, it consists of certain structure. Text structure refers to the way in which part of the location of ideas in the text is to convey message to the reader. In narrative, there are three generic text organizations. They are as follow:

1. Orientation. Telling about where or when the story happened and introducing the character of the story
2. Complications are the beginning of the problem which leads to the climax of character's problem from the story
3. Resolution. Telling about solution of the problem.

Meanwhile, the purpose of narrative text is to amuse or to entertain the reader and to deal with actual/imaginative experiences in different

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<sup>12</sup> Jhon Barwick, Targetting Text:Upper Level (Ebook), (Singapore: Blake Education, 2006), [www.avaxhome.ws](http://www.avaxhome.ws)., retrieved on 18/4/2014 p.4

ways.<sup>13</sup> Besides that, Syafi'i maintained that the purpose of narrative text is to entertain, to create, to stimulate emotions, to motivate, to guide, and to teach.<sup>14</sup> This text commonly describes animal, human, or human's fantasy creature experiences and also has moral message inside. Narrative can be divided into two<sup>15</sup>:

### 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 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

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<sup>13</sup> Sudarwati, M and Grace Eudia. *Look Ahead: An English Course for Senior High School Students Year XI*. (Jakarta: Erlangga. 2007).p.74

<sup>14</sup> M.Syafi'I et.al. *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.2011).P.18

<sup>15</sup> Jhon Barwick. *Opcit*. p.4

Fable is a story which often contains animals as the characters. 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 tale is a story which teaches the reader the good habit. This genre convinces the reader to become mannerly human

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 in 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. This

story containing elements that are not based in the world as it exists.

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. This is a story using made-up characters that take place in modern time.

All narratives have certain elements in common. They are:<sup>16</sup>

1. Unfold over time

Stories and events happen in a certain order, and this order must be communicated to the reader. Events or experiences are listed in sequence of how they happened.

2. Display emotion

A good narrative essay connects readers to some sort of emotion felt by the essay's subject. That text display emotion above, anger, sadness, pain, or joy.

3. Center on events more than ideas

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<sup>16</sup> M. Syafi'i et al. Opcit. 18

Narrative tells a story, but more precisely, it is a story that recounts events as they happened in order to make point. The reader must focus on events more ideas.

#### 4. The Concept of Body Biography

According to Oxford, strategy is especially important for language learning because strategy is tool for active, self-directed involvement.<sup>17</sup> It means that strategy is very crucial thing used by the teacher to teach the students. Body Biography is one of the cooperative learning. It applies in individual or group of individuals. Maintaining to Oxford, Body Biography includes a direct strategy that directly involves the target language.

Body Biography was originally created by Underwood and designed to be autobiographical.<sup>18</sup> Altieri also maintained that Body Biography is a lot of fun for teachers and students of all ages. Students can use their creativity to develop a body biography of a significant person in history and develop better understanding of how and why events occurred. Students through the completion of body biography will understand how viewpoints can vary.<sup>19</sup>

According to Byu in Darma's journal, body biography allows students to connect with the characters and themes of the book through a

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<sup>17</sup> Rebecca L. Oxford, *Language Learning Strategies*, (New York: Newbury House), 1990, p. 1

<sup>18</sup> Jennifer L. Altieri. *Content COUNTS! Developing Disciplinary Literacy Skills K-6*. (Newark: International Reading Association, 2011), p. 199

<sup>19</sup> Ibid.p.199

less literary and more visual and creative experience. This strategy also allows students to work collaboratively so that the artistic, interpersonal, and literary intelligences of different group members can be used effectively. This can be done to help students connect either during or after reading.

Talking about Body Biography procedures, Altieri specifies that there are four steps as follows:

1. Ask students or group of students, to draw the basic outline of a person on a large or sheet of paper. If the sheet is large enough, they can trace around the students to get the basic shape. However, if that is not possible, they may draw the outline of person on a legal size sheet of plain white paper. Both methods work well because students only need space to create symbols for key items
2. Have the students determine the famous historical figure they want to illustrate. The class may brainstorm a list of people. By providing students with an element of choice, better result are achieve
3. Explain that through the use of variety of texts and materials, students must show the important traits of the person. To depict historical figure, student will need reread material previously shared in class. Look on the internet, watching videos and films or read trade books. This activity motivates students to learn all

that they can about the person so that they can create multidimensional representative. As students look at the texts, encourage them to jot down any key ideas that may want to represent. These should be items that hat a significant influence on a person or were important to the historical figure.

4. After the students complete their lists, explain that there are many ways that they may choose to represent the information. By discussing in their groups, students can determine the best way to represent these important ideas.

Besides Silber stated that Body Biography is one strategy for providing a framework for such discussions to assign a body biography of a character in a novel or play. The steps of Body Biographies are explained below:<sup>20</sup>

1. Working in small groups or four or five peers, students pick a character from the literature being read in the class.
2. They draw the outline of character, probably using one person in the group as a template.
3. Students then determine how, through color, lines from the novel or play would best represent the character. It is through the discussion that students have about which lines, for example, capture or define a character that the students have an

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<sup>20</sup> David M. Sadker and Ellen S. Silber. *Gender in The Classroom: Foundations, Skills, Methods, and Strategies Across the Curriculum*. (New Jersey: Lawrence Erlbaum Associates, 2007), p. 190

opportunity to understand how their classmates read and interpret.

4. After the body is complete and presented to the class, students can write about either the process of deciding how to represent the character or they can write an analytical paper about the character.

Body biography is acceptable in any grade level and suitable applied in any subjects. Sadker and Silber say that body biography is highly adaptable to any grade level and might range in subject matter.<sup>21</sup> But in this research, writer only focuses on the use of body biography on reading comprehension of junior high school second year students.

## **B. Relevant Research**

According to Syafi'i et al, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. The writer has to analyze what the point is focused on, inform the design, findings and conclusions of the previous researchers. It aims at avoiding plagiarism toward the design and findings of previous researchers.<sup>22</sup> Those are some relevant researchers of this research:

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<sup>21</sup> Ibid.p.191

<sup>22</sup> M. Syafi'I et al. From Paragraph to a Research Report: a Writing of English for Academic Purposes. (Pekanbaru: LBS, 2007). P. 122



1. Afridayani Nasution's thesis: *The Effects of Using Quick on the Draw Strategy Toward Students' Reading Comprehension of the Second Year at Islamic Junior High School Al-Qasimiyah Sorek Satu*, 2011. She found that mean score of experimental group which had been taught by using quick on the draw strategy was 74.93 while the mean score of control group which had been taught by using traditional reading classroom was 59.07. It means that there was any significant difference between using quick on the draw strategy for reading comprehension.
2. Yulia Darma Journal: *Teaching Writing Skills Through Body Biography Strategy at Elementary School*, 2011. She conclude that this strategy necessary for students because they have opportunity to imagine on their learning and to improve their ability to write what they imagine.

### **C. Operational Concept**

In order to avoid misunderstanding about this research, writer need to explain the variables used in this research. Syafi'i stated that operational concepts are derived from related theoretical concepts on all of the variables that should be operated empirically and practically.<sup>23</sup>

There are 2 variables in this research. The first is using Body Biography strategy that refers to the teacher's strategy in teaching

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<sup>23</sup> Ibid.p.122

reading. The second is students' reading comprehension in narrative text. So, using Body Biography strategy is an independent variable and students' reading comprehension in narrative text is a dependent variable. The indicators are the values and strategies applied in the implementation of various method or strategy. The indicators are:

1. The use of Body Biography strategy as the independent variable, symbolized by "X"
  - a. The teacher divides students into several groups.
  - b. The teacher gives a narrative text to each group and asks them to read the text silently and choose the objects and events they would like to represent on the character. Students will then draw a life-size version of the character with their characteristics shown through their body parts.
  - c. After students read the text, teacher asks each group to draw a basic outline of a person on a large piece of paper
  - d. After students have created their drawing, they will be required to add quotes, symbols of the list of information gotten from the text that validates their depictions
  - e. The group then presents body biographies throughout the room
  - f. Other groups guess whom each body biography represents.

2. Students' reading comprehension in narrative text, symbolized by "Y". According to syllabus of SMPN 17 Pekanbaru, the several indicators of reading comprehension in narrative text, they are:
  - a. The students' ability to find general information of the text.
  - b. The students' ability to identify the main idea of the text.
  - c. The students' ability to determine communicative purpose of the narrative text.
  - d. The students' ability to determine generic structure of the narrative text.
  - e. The students' ability to identify the characters in the text.
  - f. The students' ability to find the morals of the text.

#### **D. Assumption and Hypothesis**

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

Based on the theories and explanation above, the writer has an assumption. If the teacher uses Body Biographies well, the students' achievement in reading comprehension will be higher than before. In other words, the better the use of Body Biography (variable X) the better reading comprehension score (variable Y) will be achieved by the students.

## 2. Hypothesis

Based on the assumption above, hypotheses of this research can be forwarded as follows:

1. The Null Hypothesis ( $H_0$ )

There is no significant difference between using Body Biography and Conventional strategy on reading comprehension of the second year students at State Junior High School 17 Pekanbaru

2. The Alternative Hypothesis ( $H_a$ )

There is a significant difference between using Body Biography and Conventional strategy on reading comprehension of the second year students at State Junior High School 17 Pekanbaru