

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an active process that requires a great deal of practice and skill.¹ In other words, reading is one of the most important skills in learning language besides listening, speaking and writing. Therefore, the students should be able to read the text and get information of it. Reading is an active process which consists of recognition and comprehension skill.² The process of reading may be broadly classified into three stages:³

- a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learners' mother tongue and English between the spelling conventions of two languages.
- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

¹Judi Maraillon *Collaborative Strategy for Teaching Reading Comprehension your Impace*, American: librarian Association: United State of America, 2002, p. 10

²M.F Patel and Praveen M. Jain. *Language Teaching: Methods, Tools and Techniques*, Sunrise Publishers and Distributors, Vaishali Nagar, Jaipur, 2008, p. 113

³*Ibid*, p. 114

- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

According to Brown, there are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks as follows.⁴

- a. Perceptive. Perceptive reading tasks involve attending to three components of larger stretches of discourse: letters, words, punctuations, and other grapheme symbols. Bottom-up processing is implied.
- b. 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 are used: picture-cued tasks, matching, true/false, multiple-choice, etc.
- c. Interactive. The focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts

⁴ Douglas Brown, *Language Assessment Principle and Classroom Practices*. Longman, California, 2003, p. 189-190

of moderately short length with the objective of retaining the information that is processed.

- d. Extensive. Extensive reading applies to texts of more than a page up to and including professional articles, essays, technical reports, short stories, and books

Based on the definition of reading by the experts above, the writer concludes that reading is a process of readers' activity and some purposes in reading a written language.

2. Teaching Reading

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. There are some elements that can make teaching reading effective as follows:⁵

- a. Teacher should tell about the topic first to the learners. He should motivated students. Teacher should not read first but he should allow the students to read the text.
- b. Teacher should not allow the students to murmurwhile reading.
- c. The subject matter should be interested and effectiive and selected from the reading material developed for it.
- d. Eclectic approach can be used by teacher for better comprehension and understanding.

⁵Patel, *English Language Teaching Jaipur*: Sunrise, 2008, 123,[http:// Library.Nu/](http://Library.Nu/)accessed Desember 28, 2010.

Teaching reading is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college students and adults. The aim of teaching reading is to develop the students' ability to understand the text efficiently.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals at the end of the teaching and learning process. Teaching reading is not easy, a teacher must have many strategies to teach reading to students. In addition, the aim of teaching reading for students is to get information and comprehend the text. Hedge stated that any reading component of an English language course may include a set of learning goals as follows.⁶

1. The ability to read a wide range of texts in English. This is the long-range goal of most teachers to seek and develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (skimming, scanning)
5. Developing an awareness of the structure of written texts in English

⁶ Hedge in Hesham Suleiman Alyousef *Teaching Reading Comprehension to Esl/Efl Learners*. Vol.5, No. 2, September, 2005, P. 147

6. Taking a critical stance to the contents of the texts.

3. The Nature of Reading Comprehension in Narrative Text

Reading can not be separated with comprehension because the purpose of reading activity is to comprehend what has been read. Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension.⁷

Effective comprehension requires that the reader maintain the meaning throughout the reading of the text. If meaning can not be reached, the reader should be aware of this fact immediately and take necessary compensatory action.⁸ Readers who are good comprehension use a variety of cognitive skills as they read. For example, as they process narrative material they may create mental pictures (visualise scenes, actions and characters); they may reflect critically upon the relevance of what they are reading; they may seek answers to questions; they may challenge the accuracy of stated facts; and they monitor their own level of understanding. They are also able to summarise the main points in what they have read.⁹ Snow states that there are three elements in comprehension:¹⁰

⁷Danielle S Mc Namara, *Reading Comprehension Strategy, Theories, Interventions, Technologic*, Univeraity of Mampis, newyork. london, 2007, P. 6

⁸Peter Westwood, *Reading Learning Difficulties approaches to teaching and assessment*, First publised library of Australia, 2001, P. 11

⁹Peter Westood, *What Teacher Need to Know about Reading and Writing Difficulties*, Nasional library of Australia cataloguing-in-puliscator data, 2008, P. 32

¹⁰Catherine Snow, *Loc. Cit*

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

In addition, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

4. Students' Reading Comprehension in Narrative Text

Narratives are stories involving a sequence of related events.¹¹ There are various kinds of relationship between events in narrative. The most obvious kind is where one event causes another. Such causal connections link one event with another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions. In the simplest narrative texts, there is a single series of events with causal connections between them. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures.

The narrative is commonly found in fiction and contains the following elements:¹²

¹¹ Martin Montgomery. Et.al, *Ways of Reading: Advanced Reading Skills for Students of English Literature*, Routledge Taylor & francis Group, New York, 2007, p. 251

¹² Robert J. Marzano, et.al. *Classroom Instruction that Work: Research Based Strategies for Increasing Student Achievement*, Association for Supervision and Curriculum Development, United States of America, 2001, p. 35

- a. Characters: the characters of the main characters in the story.
- b. Setting: the time, place, and content in which the information book place.
- c. Initiating event: the event that starts the action rolling in the story.
- d. Internal response: how the main characters react emotionally to the initiating event.
- e. Goal: what the main characters decide to do as a reaction to the initiating event (the goal they set)
- f. Consequence: how the main characters try to accomplish the goal.
- g. Resolution: how the goal turn out.

Narrative is an account of a sequence event, usually in chronological order. Relating to kinds of text, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story

1. The characteristic of narrative text¹³

- a. Communicative purpose of narrative text

To amuse entertain the readers with a story that deals with complications or problems events.

- b. Generic structure

1. Orientation: introducing people, time, and place
2. Complication: problem in story
3. Resolution: finishing of the problem
4. Reorientation: ending of the story

¹³Samsul, Amri. *Modul BimbinganBelajar*, Unpublished, Pekanbaru, 2012, p. 5- 6

- c. Language features
 - 1. Past tense
 - 2. Conjunctions
 - 3. Adverbs
 - 4. Action verbs
 - 5. Saying verbs
 - 6. Adjectives
 - 7. Nouns

Based on the explanations above, narrative is a text to entertain the reader with a story that consists of complication and problematic events and the last story finds the resolution.

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

Comprehension problems can be caused by a variety of different factors, including those intrinsic of the individual and others related to insufficient instruction or to inappropriate materials. They are eight factors that may influence the comprehension. They are as follows:¹⁴

- a. Limited of vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text (readability)
- e. Inadequate use of effective reading strategies

¹⁴ Françoise Grellet. *Developing Reading Skills Partical Guide to Reading Comprehension Exercises*, Cambridge university press, New York, 1981, p. 64

- f. Weak verbal reasoning
- g. Problems with processing information
- h. Problems in recalling information after reading.

Based on explanation above, the writer is interested in using Creative Mapping strategy teaching reading nature toward students. It is related to the theory that creative mapping strategy helps students to register and recall information from text and to comprehend how main ideas and supporting details are related.¹⁵ Since students recall influence their reading comprehension, the writer uses creative mapping strategy to help students to comprehend reading narrative text well.

6. The Nature of Creative Mapping Strategy

The Creative Mapping strategy uses pictorial images to help students recognize the organization of information in content reading and reorganize the main ideas and details of the text. It “combines the concepts of graphic organizer and visual arts to display information, which not only promotes reading and thinking but also encourages memory development.”

In creative mapping a visual image is drawn which represents the main concept of the material. As first students find it easiest to settle on an image for the topic. For example, an article on spiders could inspire a representation of a spider with eight legs for categories, or a web with its section used for headings and subheading. As readers become more skilled, they should be encouraged to

¹⁵Victoria M Naughton *Op. Cit.*

construct images which reflect the author's main idea as opposed to subject matter.

However, conceiving an image which not only relates to the text meaning but also calls to mind what the reader knows about the subject that is the objective of creative mapping. Furthermore, readers are not only directing their attention to the text, but they are also looking within themselves, searching their schemata, finding associations.

7. Using Creative Mapping Strategy on Students Reading Comprehension in Narrative Text

Creative Mapping strategy helps students to register and recall information from text and to comprehend how main ideas and supporting details are related. Establishing associations between existing and new information is another purpose of creative mapping. Creative Mapping may be applied to a wide variety of topic. It should be modeled by a facilitator, who can provide feedback until the strategy is mastered. The facilitator should dispell students' reservations about their artistic abilities. The quality and organization of the information are much more important than the quality of the drawing itself.

The creative mapping strategy is useful because it targets important abilities remembering information and discerning and understanding relationships among ideas. The advantage of ceative mapping is the interest and personal involvement of the visual image itself that can often stimulate critical thinking and promote rereading of the text.

The procedures of using Creative Mapping are in the following.¹⁶

1. Gives appropriate text for students.
2. Read the text. As the students to read the text, encourage him or her to take note of the main ideas and supporting details.
3. Students develop an image fro the text.
 - a. Creative Mapping involves developing a visual image for representing the major concept of the assignment. At the first, students may be inclined to use pictures that reflect the subject matter. With practice, students should be encouraged to choose images that indicate the author's main idea, which is often more abstract.
 - b. The overall image should represent the major concept or purpose of the reading.
 - c. Categories corresponding to the main ideas are represented as different sections of the image. Headings in the text may provide clues for identifying the main ideas.
 - d. Supporting details for each main idea are recorded in the appropriate sections of the image.
4. Students discuss about students' Creative Mapping, and also give suggestion.

Based on the explanations above, this strategy is appropriate with reading comprehension.

¹⁶ Victoria M Naughton, *Loc Cit.*

B. Relevant Research

1. This research is relevant with other researches. The first research was conducted by Rima Kumala Sari.¹⁷ She conducted a research, entitled *The Effect of Story Mapping Strategy toward Reading Comprehension of the first grade Students at MAN 1 Pekanbaru*. The subject of her research was the effect of using story mapping strategy. The design of her research was a quasi-experimental design. The population of her research was all of the second year students of MAN 1 Pekanbaru. The total number of population was 252 students. The number of population was large, so she used cluster sampling by taking two classes only as sample, IPS X1.1 consisted of 36 students as experimental group, and IPS X1.2 consisted of 36 students as control group. Therefore, the number of sample from two classes was 72 students.

To analyze data, she adopted independent sample t-test formula. She found, there was significant effect of using story mapping strategy toward reading comprehension of the second year students at MAN 1 Pekanbaru where T shows 4.557 at significant level of 5% it show 2.00 and at level of 1%, it shows 2.65. Thus, H_0 is rejected and H_a is accepted which shows $2.00 < 4.557 > 2.65$.

¹⁷Rima Kumala Sari. *The Affect of Story Mapping Strategy Toward Reading Comprehension the Second Year Students of MAN 1 Pekanbaru*. Pekanbaru Unpublished, 20011. P. iv

2. The second research was conducted by Cahyadi.¹⁸ Entitled “the influence of using semantic mapping technique on students’ Writing Ability of the Second Year at SMAN 2 Rokan IV Koto.” Quasi experimental research was a kind of his research design. The location of his research was at senior high school 2 of Lubuk Bendahara Timur village Rokan IV Koto in Rokan Hulu Regency.

This research was conducted from March to July 2009. The number of population was 43 students from the second grade divided into 2 classes. Furthermore, for the sample, he took all of the population. For data collection, he used writing test and t-test to analyze the data. The result of his research was semantic mapping technique that had significant influence on students’ writing ability. It was shown by the value of t_0 higher than t-table at 5% or 1%. Eventhough, the writer’s research has the same independent variable as Cahyadi’s research, but, the writer’s research focuses on the use of semantic mapping toward students’ reading comprehension.

C. Operational Concept

Operational concept is the concept that is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In order to clarify the theory used in this research, the writer would like to explain briefly about variables of this research. There are two

¹⁸Cahyadi, “*The Influence of Using Semantic Mapping Technique on Students’ Writing Ability at the Second Year of SMAN 2 Rokan IV Koto*,” Thesis, Pekanbaru: UIN Suska Riau, 2010, P. 55

variables. Variable X is using creative mapping strategy, while variable Y is students' reading comprehension in narrative text.

The indicators to measure variable X (using Creative Mapping strategy)

1. The teacher gives appropriate text for students.
2. In reading the text. The teacher asks the students to read the text, encourages him or her to take note of the main ideas and supporting details.
3. Students develop an image from the text.
 - a. The teacher asks the students to use pictures that reflect to the subject matter.
 - b. The overall image should represent the major concept or purpose of the reading.
 - c. Categories corresponding to the main ideas are represented as different sections of the image.
 - d. The teacher asks the students to find the supporting details for each main idea recorded in the appropriate sections of the image.
4. Teacher and students discuss about students' creative mapping, and also the teacher gives suggestion.

The indicators to measure variable Y students' reading comprehension in narrative text.¹⁹

1. The students are able to identify the main idea of the text
2. The students are able to find the new vocabulary from the text.

¹⁹ Arthur Hughes, *Testing for Language Teacher: 2nd Edition*, Cambridge: Cambridge University, 2003, p. 139

3. The students are able to find out the specific information in narrative text such as characters, people, time and place of the story in reading narrative text.
4. The students are able to find reference of the text
5. The students are able to identify the organization of the text

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that:

- a. Students' reading comprehension in narrative text taught by using Creative Mapping strategy is various.
- b. Students' reading comprehension in narrative text taught without using Creative Mapping strategy is various.
- c. The better using Creative Mapping strategy, the better students' reading comprehension in narrative text text will be.

2. Hypothesis

H_a: There is a significant difference of using Creative Mapping strategy on students' reading comprehension in narrative text of the first grade at SMAN 1 Tempuling.

H₀: There is no significant difference of using Creative Mapping strategy on students' reading comprehension in narrative text of the first grade at SMAN 1 Tempuling.