

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Reading

There are four important skills that should be taught by teacher. There are listening, speaking, reading, and writing.<sup>11</sup> Reading is important to be learned and mastered by every individual person. Reading is a natural passage of ideas and concepts from one person to another (mind-to-mind communication).<sup>12</sup> It means reading is the communication between the author and the readers and they can interpret what the authors imagine.

According to Hasibuan and Ansyri<sup>13</sup>, reading is interactive process that goes on between the reader and the text, resulting in comprehension. Besides that Nunan<sup>14</sup>, reading is fluent process of readers that combining information from a text and their own background knowledge to build meaning. The readers can integrate their background knowledge with the text to create the meaning. A reader's background knowledge can influence reading comprehension.

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<sup>11</sup> H. Douglas, Brown. *Teaching by Principle: An interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents, 1994. P. 217

<sup>12</sup> Bennette, Joseph, 2001. *A Course in Light Speed Reading* (New York, Salem) p. 23.

<sup>13</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyri. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007. P. 114- 115.

<sup>14</sup> David Nunan. *Practical English Language Teaching*. New York: Mc Graw Hill, 2003. p. 68.

comprehension. So, to comprehend the text own background knowledge is one of the important parts to read the text meaningfully.

The purpose for reading also determines the appropriate approach to reading comprehension. Klingner, Vaughn and Boardman argue 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>15</sup> According to Nuttal<sup>16</sup>, reading is understood to interpret meaning sense.

According to Hornby<sup>17</sup>, reading is an action of a person who needs texts. Moreover, according to Moreillon<sup>18</sup>, reading is making meaning from print and from visual information. In addition Linse<sup>19</sup>, reading is set of skills that involve making sense and deriving meaning from printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

In reading activity, it is important for the reader to understand or comprehend the reading text, because one of the purposes of reading itself is to get information or knowledge. Margaret said that in reading comprehension, thinking is a basic component of comprehension, when

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<sup>15</sup> Janette Klingner, et. Al., 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press. p. 2.

<sup>16</sup> Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. New York: Mc Grow Hill Book Company [Electronic Book], 1982. p. 2.

<sup>17</sup> Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. England: Oxford University, [Electronic Book], 1997. p. 1043.

<sup>18</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*, Chicago: American Library Association, 2007. p. 69.

<sup>19</sup> Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies, inc, [Electronic Book], 2005. p. 69.

we are reading a book we have to see relationship, make comparison, follow sequence of events, and engage in any number of similar. So, it should hardly seem necessary to persuade you that reading involves thinking.<sup>20</sup>

Moreover, Grellet<sup>21</sup>, there are main ways in reading as follows:

#### 1. Skimming

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

#### 2. Scanning

Scanning is reading quickly thorough a text to find a particular piece of information.

#### 3. Extensive Reading

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

#### 4. Intensive Reading

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

Based on the definition above, it can be concuded that reading is an interactive process that goes on between the reader and the text, the reader tries to recognize the word, the reader meets in print and find the

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<sup>20</sup> G. Margaret Mckim.1981. *Guiding Growth in Reading*. New York: The MacMillan Company. p. 153.

<sup>21</sup> Grellet, Frangoise. *Developing Reading Skill*. Combridge: Combridge University Pres, 1986. p. 4.

meaning of the written text. So, the reading brings a maximum of understanding to the author's message.

## 2. Teaching Reading Comprehension

Reading is centrally a comprehension process.<sup>22</sup> The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

Reading comprehension is the ability of readers to mention reading back the contents of the argument, exposition, or reading a description of a particular topic.<sup>23</sup> Based on Karen, reading comprehension depends on three factors<sup>24</sup>, they are:

1. The readers have command of the linguistic structures of the text.
2. The readers are able to exercise metacognitive control over the content being read. It means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.
3. The readers have adequate background in the content and vocabulary being presented.

Comprehension is the central of reading.<sup>25</sup> It is the important one in reading. Without comprehension the readers are not able to find out the

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<sup>22</sup> Grabe, William. 2009. *Reading in Second Language; Moving from Theory to Practice*. (Cambridge : Cambridge University Press [*Electronic Book*]). p. 15.

<sup>23</sup> Razak, Abdul. *Bahasa Indonesi Versi Perguruan Tinggi*, Pekanbaru: Autografika, 2003. p. 10.

<sup>24</sup> Karen Tankerley. *The Threads of Reading Strategies for Literacy Development*. New Jersey : ASCD. 2003. p. 90

<sup>25</sup> Ibid.

meaning of the text. Comprehension is the process of deriving meaning from connected text.<sup>26</sup> The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more we have good prior knowledge the easier we comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.<sup>27</sup>

The important point in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension include as follow;

- a) Identify meaning
- b) Build Vocabulary
- c) Understand about the text.

Beside Hughes explained that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.<sup>28</sup>

Reading comprehension is thus much more than decoding. Reading comprehension result when the reader know which skills and strategies

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<sup>26</sup> Pat Beckman. *Strategy Instruction*. Virginia: Eric Clearinghouse on Disabilities and Gifted Education Airlington VA. 2002. p. 24.

<sup>27</sup> Judi Moreilon. Logcit. p. 19.

<sup>28</sup> Hughes, Arthur. 2003. *Testing for Language Teacher*; 2<sup>nd</sup> edition . (Cambridge; Cambridge University) p. 13.

are appropriate for type of the text, and understands how to apply them to accomplish the reading purpose

### **3. Factors Influence Students' Reading Comprehension**

There are some factors that influence reading comprehension. Dorn and Soffos explain that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies.<sup>29</sup> According to Westwood, there are eight factors that may influence the comprehension. They are as follows:<sup>30</sup>

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

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<sup>29</sup> Anthony V. Manzho & Ula Casele Manzo. *Content Area Reading: a Heuristics Approach*. Melbourn: Merrill Publishing Company. 1990. p.23.

<sup>30</sup> Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties*. Camberwell : Acer Press. 2008. P. 14.

According to Judith reading comprehension is influenced by four main factors. They are as follows:<sup>31</sup>

- a. Command on the linguistic structure of the text.
- b. Adequate the vocabulary in content area.
- c. Degree of metacognitive control of the text.
- d. Adequate domain knowledge.

#### 4. Narrative Text

Narrative text is one kind of text in English that serve to expand the child's experiences through humor, adventure, biography, and description. According to Jose Angela Landau in Endah Wahyuni<sup>32</sup>, narrative is a semiotic representation of a series of events connected in a temporal and causal way. The basic purpose of narrative is to entertain, to gain, and holds a readers' interest. However, narratives can also be written to teach or inform, to change attitudes or sosial opinions. Narrative sequence people or character in time and place, but differ from recounts that through the sequencing, the story set up one or more problems, which must eventually find a way to be resolved.

Narrative are setories in volving a sequence of related events.<sup>33</sup>

Moreover according to syafi'i, narrative means story or orderly account

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<sup>31</sup> Judith Irwin Westphal. *Teaching Reading Comprehension Procesess*. New Jersey: Prentice Hall. 1986. p. 57.

<sup>32</sup> Endah Wahyuni. *Improving the Ability of the Second Year Students of SMA Muhammadiyah Tembilahan in Comprehending Narrative Text Through Braainstorming Technique*. Unpublish, 2010. p. 10.

<sup>33</sup> Martin Montgomery, et al. *Ways of Reading 3<sup>rd</sup> Edition*. New York: Roudgy, [Electronic Book], 1992. p. 251.

of events.<sup>34</sup> Narrative included different type, or genres, that can vary somewhat from this basic story grammar template. These include realistic, fiction, fantasy, fairstyle, folkstyle, fables, mysteries, humor, historical fiction, play, and real-life adventures.<sup>35</sup> Therefore, narrative text not only engaged about enjoyment of story like fairy tale and legend but also experience.

There are many types of narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth, legends, historical narratives, ballads, slice of life, personal experience, and so on. The features of narrative text are: characters with defined personalities or identities, dialog often included-tense may change to future, descriptive language to create images in the reader's mind and enhance the story, and usually uses sequence to tell a story.

The indicators of narrative text are;

- a. Students are able to identify pronominal references in narrative text.
- b. Students are able to identify main idea in narrative text.
- c. Students are able to identify the purpose of narrative text.
- d. Students are able to identify generic structure of narrative text.
- e. Students are able to infer meaning of an unknown narrative text.
- f. Students are able to make inferences.

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<sup>34</sup> M. Syafi'i S, et al. *The Effective Paragraph Development: The Process of Writing for Classroom Setting*. Pekanbaru: LBSI, 2007. p. 58.

<sup>35</sup> Janette K. Klinger, et al. *Logcit*. p. 77



If the students are able to comprehend the indicators above, it means that the students have to know and understand about the narrative text.

There are three features of narrative text. There are social functions, generic structure, and lexicogrammatical features.

#### 1. Social function

Social function of narrative text means the function of narrative for the reader in their social life. The social function narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

#### 2. Generic structure

The generic structure of narrative text as follows:

- a. Orientation is a set of the scene, where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- b. Complication is an initiating event; the event that starts the main character of on a series of events to solve the problem.
- c. Resolution is a series of events in which the main character attempts to solve the problems. Excitement builds the climax, the high point in the story where the problems are solved.
- d. Re-orientation is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

### 3. Lexicogrammatical features

Lexicogrammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicogrammatical is needed to help the students to know how texts work, learn to understand and produce the text.

### 5. The Concept of WARF (Widen, Avoid, Read, and Flex) Strategy

According to Longman Dictionary,<sup>36</sup> strategy is a planned series of actions for achieving something. In other word, it can be seen as the students' actions by way to develop their learning material. According to Oxford, strategies divided into two categories, there are: direct and indirect strategies.<sup>37</sup>

The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are:

#### 1. Memory

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing.

#### 2. Cognitive.

There strategies are the most popular which manipulated or transformed by repeating, analyzing or summarizing.

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<sup>36</sup> Pearson. *Longman Dictionary of American English: 4<sup>th</sup> Edition Pearson (ESL)*: 2008

<sup>37</sup> Depak K. Samida, *Language Learning Strategies*, <http://libro.dokkyodai.ac.jp/research/pdf/treatises05/01Samidaa.pdf>, Retrieved on: May 15 2013

### 3. Compensation.

The learner uses this strategy to make up for the deficiency in grammar and vocabulary.

Meanwhile, the indirect strategies are used for general management of learning. The three groups belonging to this category are:

#### 1. Metacognitive

This strategies to beyond the cognitive mechanism and give learners to coordinate their learning. It also helps them to plan language learning in an efficient way.

#### 2. Affective

The affective factors like emotion, attitude, motivation, and values influence learning in an important way.

#### 3. Social

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empatizing with Others.

Based on Tannock, there are some ways in order to use WARF strategy:<sup>38</sup>

1. Widen your eye span.
  - a. Do not read one word at a time.
  - b. Read groups of words. Try to group words starting with *the* and *a* with nouns. Just look at nouns. Don't look at the words *the* and *a* because they do not add any meaning. Group words starting with *is*, *are*, *was*, and *were* with verbs. Just look at the verbs because they are the words that give meaning.
2. Avoid skip backs.
  - a. If you do not understand an idea, do not re-read the words immediately. First, keep reading and try to get the meaning by using context clues.
  - b. If you can't get the meaning from the context clues, then go back and re-read to try to understand the material.
3. Read silently.
  - a. Try not to read aloud unless you are trying to memorize material or you are trying to focus your attention on the material and not be distracted.
  - b. Reading aloud slows you down. To stop yourself from reading aloud, press your lips together to prevent yourself from mouthing the words.
4. Flex your reading rate.
  - a. When you read important information that you need to understand or memorize, then read slowly.
  - b. When you read information that you understand and know well, read faster.
  - c. If you are looking for information, then read quickly as you search for that word on the page.

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<sup>38</sup> Rosemary Tannock from Esther Minskoff et al., "WARF," *The Learning Toolbox*. <http://coe.jmu.edu/learningtoolbox/WARF.html>. Retrieved on: May 06 2013.

In conclusion, WARF strategy figures out the difficulty word and understand the meaning of text, therefore WARF strategy include cognitive in part of directly strategy because this strategy focus on students comprehension to understand and predict the difficult word of the text.

#### 6. Examples of Using WARF (Widen, Avoid, Read, and Flex) Strategy in Narrative Text

The writer gives one example of using peer tutoring in text as follows:

No.	WARF (Widen, Avoid, Read, and Flex) Strategy	Narrative Text
1.	The teacher gives the narrative text to students to be read and ask students to read by using WARF strategy.	Students get narrative teks to be read using WARF strategy.
2.	Widen your eye span: Teacher asks the students Do not read word by word but groups of word.	Students try to group words starting with <i>the</i> and <i>a</i> with nouns. Just look at nouns. Don't look at the words <i>the</i> and <i>a</i> because they do not add any meaning. Than tring group words starting with <i>is</i> , <i>are</i> , <i>was</i> , and <i>were</i> with verbs. Just look at the verbs because they are the words that give meaning. Exc; Dayang Sumbi <u>was exiled</u> in <u>the jungle</u> , because she <u>was unmarried</u> but <u>pregnant</u>
3.	Avoid skip backs: Teacher asks students not to re-read the words that they do not understand, but keep reading and trying to get the meaning by using context clues.	Students just keep reading the narrative text if they do not know the meaning some word. They can find the meaning with make prediction from the word before and after the word that they not get the meaning.

4.	Read silently:	Students can memorize the plot, setting and search the text that can answer 5WH-Question from narrative text.
5.	Flex your reading rate:  1. Teacher asks Students to memorize the important information of the text.  2. Teacher asks students to read information that students need to understand or memorize, read slowly. But, if students understand and know well, read faster.  3. Teacher asks students to look for information, then read quickly as search for that word on the page.	Students can memorize the narrative text, if they difficult to memoriz the text, they can read the important information slowly until they understand and can memorize it.

## B. The Relevant Research

1. A research was conducted by Sri Jumiati (2012). The title is The Effect of Somebody Wanted But So Strategy toward Reading Comprehension of Narrative Text of the Second Year Students at state Senior High school 1 Tambang in Kampar Regency. In this research, she made quasi experimental non-equivalent control group research design. The population was more than 100 and she used cluster random sampling method. To analyze the data, she adopted Anova. in conclusion, she found there is a significant effect in reading comprehension between students who are taught by using Somebody Wanted But So strategy and

those who are not taught by using Somebody Wanted But So strategy students of the second year at state senior high school 1 tambang kampar regency. The number of this effect is 25,677.

2. A research was conducted by Enita Rahayu (2012). The title is The Effect of using Character Quotes Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency. The research focused on narrative text as the types which should be taught to the second year students at state senior high school 2 Siak Hulu Kampar Regency. She used quasi-experimental design. In this research, she adopted Anova by using SPSS 16 to analyze the data. In conclusion she found that the category of students' reading comprehension that taught by using Character Quotes Strategy was categorized into Good category (71,57) and the category of students' reading comprehension taught without using Character Quotes strategy was Categorized into Enough Category (64,86).

These relevant researches which were conducted by previous researchers give contribution toward the research that will be conducted by the writer. The first research entitled "The Effect of Somebody Wanted But So Strategy toward Reading Comprehension of Narrative Text of The Second Year students at State Senior High School 1 Tambang in Kampar regency" and the second one was "The Effect of using Character Quotes Strategy toward The Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar

Regency”. The differences between previous researches and the research that will be conducted by the writer are different subject and object of the research, different situation that will be faced.

### **C. The Operational Concept**

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. There are two variables used in this research. They are:

#### **A. Variable X is WARF (Widen, Avoid, Read, and Flex) strategy**

The procedure of WARF (Widen, Avoid, Reda, and Flex) strategy can be seen as the follow:

##### **a. Widen your eye span:**

1. The teacher gives the material to the students to be read.
2. The teacher asks the students not to read word by word, but read groups of words. Try to group words starting with *the* and *a* with nouns. Just look at nouns. Don't look at the words *the* and *a* because they do not add any meaning.

##### **b. Avoid skip backs:**

Teacher asks students not to re-read the words that they do not understand, but keep reading and trying to get the meaning by using context clues.



c. Read silently:

Teacher gives instruction to the students to read silently the text and try to memorize the material.

d. Flex your reading rate:

1. Teacher asks students to memorize the important information of the text.
2. Teacher asks students to read information that students need to understand or memorize, read slowly. But, if students understand and know well, read faster.
3. Teacher asks students to look for information, then read quickly as search for that word on the page.

B. Variable Y is reading comprehension in narrative text

To find out the students' ability in reading comprehension in narrative text of the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru, the will writer determines some indicators for reading comprehension in narrative text. The indicators of students' reading Comprehension (Narrative Text) are as follows:

- a. Students are able to identify main idea.
- b. Students are able to locate the meaning of vocabulary in context.
- c. Students are able to identify references.
- d. Students are able to make inferences from the reading text.

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

### **1. The Assumption**

In this study, the writer assumes that the difference strategy might make the difference in students reading comprehension.

### **2. The Hypothesis**

Based on the assumption above, the hypotesis of this study can be forwarded as follows:

$H_o$  : There is no significant effect of using WARF (Widen, Avoid, Read, and Flex) strategy on reading comprehension of the eleventh grade students at SMA Muhammadiyah I Pekanbaru.

$H_a$  : There is significant effect of using WARF (Widen, Avoid, Read, and Flex) strategy on reading comprehension of the eleventh grade students at SMA Muhammadiyah I Pekanbaru.