

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frame Work

1. The Nature of Reading.

Reading is hard when you are meeting a lot of view ideas”.¹It is also a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding what they read, selecting particular aspects for consideration and evaluating effects

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.² It is also a dynamic process in which text element interacts with order factor outside the text.³ In other hand, the process is done by readers; the readers recognize every word in the reading text to find the information needed.

To teach reading to students is not an easy job, it should take the appropriate approach, method, or strategy that is effective in the classroom. The teacher is required to teach the lesson as clear as possible in order to get students’ understanding about the topic that is being taught. Generally, there are three stages in reading process, they are:⁴

¹Collin Harrison & Terry Salingaer.*Op.cit*

²KalayoHasibuandanFauzanAnshari. *Op.cit*

³ David Nunan. *Languague Teaching Methodology.*(New York: Cambridge University Press. 1991).

⁴M. P Patel &Praven M. Jein. *English Language Teaching,* (Jaipur: Sunrise Publisher and Distributors. 2008). p. 114

- a. Recognitions stage – the reader simply recognize the graphic counter parts of the phonological items
- b. Structuring stage – the reader sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. Interpretation stage – this is the highest level in the process of reading. At this stage, the learners are required to be able to comprehend the significance of word, a phrase, or a sentence in the overall context in the discards

To teach reading, there are some activities utilized to facilitate the students to comprehend the material while reading activities like Grave state in Munte, reading has three activities, they are:⁵

- a. Pre-reading activities

Pre-reading activities get students to be ready both cognitively and effiecently to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they read and finding reading an enjoyable experience. Obviously pre-reading activities take place prior a selection. The following list shows some of uses of pre-reading activities:

- 1) Motivating and setting purposes for reading
- 2) Activating and building background knowledge.
- 3) Relating the reading to students' live
- 4) Building text specific knowledge

⁵MisbahMunte. *The Influnce of Repirochal Teaching Approach on Students' Motivation in Reading Text at the Second Years of Islamic Senior High School Dar El HikmahBorading School* . (Unpublished.. 2012). p. 25

- 5) Relating the reading to students live
- 6) Pre teaching vocabulary and concepts
- 7) Pre-questioning, predicting, and direction setting.
- 8) Suggesting comprehension strategies.

b. During reading activities

During reading activities include both things that students do themselves as they read and things done are to assist their activities that facilitate or enhance the actual reading activities. The type of during reading activity is silent reading

c. Post-reading activities

Post-reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into action. Post-reading type activity is questioning

Like any activity, reading is something that one gets better at with practice. It is not surprising, then, that for children to become better readers, they must read for long stretches of time, with just-right material, joyfully engaged in their reading.⁶ Finally, the success of reading comprehension is influenced by students itself; they have will and motivation to read and they act to practice their reading, they will get it. The teacher' act is also has dominant effect on it. Because, reading for comprehension is needs guidance too.

⁶ Jennifer Serravallo. *op cit.*

Reading is an activity that has a purpose.⁷ It means that this activity has a purpose to get information about the text. To find out the meaning of the text it is not an easy job, we should find it by meaning from print and from visual information.

The Purpose of Reading:

a. Reading for Learning

A good reader is not only being able to interpret, judge, and draw the inference from the printed language being read. In other word, reading activities entail the readers' intelligence and carefulness and analysis in identifying the major purpose of the author through word, signs or even symbol of the text.

b. Reading for Pleasure

Pleasure reading is the most important point. It is commonly perceived to be the antithesis or academic or serious reading. Reader interest in a text can be a function of purpose.

c. Reading for Comprehension

The purpose of reading also determines the appropriate approach to reading comprehension. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for type of text, and understand how to apply them to accomplish the reading purpose.

⁷ Janette. K Klingner. et al. *op cit*

d. Reading for Getting Information

Reading for information is persuaded to gain insight or information. It may range from scanning and the reading of letters to in depth reading article or books. Whether we are reading for pleasure of information the nature of the reading depends and what we want from the text, as well as situational factors such as time available or constraints relative to place reading. No matter what our agenda, why, and where we read inevitably determine how we read. In teaching reading, there are competences that should be achieved by students.

The Nature of Reading Comprehension

To assess students' reading comprehension, this research needs indicators. The indicators are also as the guidance for teacher and students what aspect should be reached. In this research, there are some indicators for reading comprehension, they are:⁸

- a. The students are required to be able to identify the main idea of the text.

Main idea is what the researcher wants to say about the subject. Main ideas are often stated in topic sentence. Topic sentence is the most general statement of the paragraph.⁹ Main idea can be found in a paragraph or in a whole passage.

- b. The students are required to be able to identify the generic structure of the text.

⁸School-Based Curriculum. *op cit*

⁹Syafi'i S and FauzanAnsyari, *The Process of Writing for Classroom Settings*, (Pekanbaru: LBSI, 2011), p. 3

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized.¹⁰ The particular text has its own generic structure. consists of orientation, complication, and resolution.

- c. The students are required to be able to analyze the meaning of certain words on the text.

It means that the reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words in the information and the topic of the paragraph.

- d. The students are required to be able to locate or identify facts such as the names of characters, time of the story or the place of the story on the text.
- e. The students are required to be able to make reference words of the text.

As the result of this process is comprehension, which means that the readers will understand what they read and get the information fully. The related important skill in reading comprehension is grasping the main idea from reading paragraph or passage. Reading comprehension is a process of using one's own prior experience (reader contact) and the researcher cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author

¹⁰Kristin Lens, et.al., *Teaching reading to English Language Learners: Insight from Linguistic*. (New York: The Guildford Press, 2010), p. 179

(elaborative processes).¹¹ So, it can be said that reading comprehension is a process to understand the text read by the reader by involving some processes.

To teach reading in school is integrated with other English skills, but if the teacher wants to teach it separately there are eight principles that should be done in order to enlarge the students' reading comprehension. This principles come from Nunan, they are:¹²

- a. Exploit the reader's background knowledge – background knowledge includes all of the experiences that reader brings to a text
- b. Build a strong vocabulary base – basic vocabulary should be explicitly taught in order to make successful the process of reading itself.
- c. Teach for comprehension
- d. Work on increasing rate
- e. Teach reading strategies
- f. Encourage readers to transform strategies into skills
- g. Build assessment and evaluation into your teaching
- h. Trive for continuous improvement as a reading teacher

In other side, Harmer's principle in teaching reading is separated into six principles, they are:¹³

- a. Reading is not a passive skill
- b. Students need to be engaged with what they are reading

¹¹ Judith W. Irwin. *op cit*

¹² David Nunan. *Practical English Language Teaching*.(New York: McGraw Hill Companies Inc. 2003). p. 74

¹³Jeremi Harmer. *How to Teach English: An Introduction to the Practice of English Language Teaching* .(New York. 1998). p. 70

- c. Students should be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is a major factor of reading
- e. Match the task to the topic
- f. Good teachers

In reading process, there are some instructional components that contribute the most to improve effect sizes in reading comprehension that includes:¹⁴

- a. Teacher and students' questioning
- b. Interactive dialogue between teachers and students and students and students.
- c. Controlling task difficulty and scaffolding and scaffolding instruction.
- d. Elaboration the steps or strategies and modeling the teacher.
- e. Small group discussion.
- f. Use the cues to help students remember to use and apply what they learn

Many students, especially those who come from economically disadvantaged backgrounds, become less effective readers as they move from the early in order that Students' background, prior knowledge, involvement and characteristic have effect for their reading comprehension process.

Key factors that influence reading comprehension are¹⁵:

- a. Students' reading attitudes (motivation and interests)

¹⁴Jannet K. Klingner. *op cit*

¹⁵Miriam P. Trehearne& Roz Doctorow. *Reading Comprehension: Strategies that Work*

- b. Time truly engaged in reading
- c. Effective comprehension strategy instruction across all subject areas
- d. Vocabulary and world knowledge
- e. Fluency
- f. Type of text or genre
- g. Opportunities for rich talk and written response
- h. Understanding and implementing the strategies used by effective readers.

Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.¹⁶ The main thing that should be considered in reading process is reading comprehension which means understanding the text that has been read by the reader.

According to Burns et al, they state that reading comprehension is divided into four levels, they are:¹⁷

- e. Literal reading
- f. Integrative reading
- g. Critical reading
- h. Creative reading

The Concept of Narrative Text

According to Sudarwati, narrative deals with problematic event which lead to a crisis or turning point of some kind (climax), which in turn

¹⁶Kustaryo S. *Reading Techniques for College Students*.(Jakarta: DepartemenPendidikandanKebudayaan. 1998). p. 12

¹⁷Burns.et. al. *Teaching Reading in Todays Elementary Schools*; Third Edition. (Boston: Houghton Mifflin Company)

find a resolution.¹⁸ It includes legends, plays, science fiction, myths, cartoons, adventure stories, etc. Moreover, Otong said that kind of story, narrative or legend text has purposes to assume the reader which is indicated by showing a problem and the way to response the problem and response commonly is a solution.¹⁹

The narrative contents can be nonsense story or the fact story. Narrative can be found in scientific books, journal, magazines, newspapers, articles, academic community and educated people. We can use to entertain the reader or listener.

The Science purposes of narrative are to amuse or to entertain, to deal with actual vicarious experience in different ways. While, Kalayo said that the purposes of narrative are to entertain, create, stimulate emotion, motivate, guide, and teach.²⁰ The language feature of narrative are; focused on specific and individualized participants, use of material process (action verb), use some of behavioral and verbal processes, use of relation process and mental process, use of past tenses, and use of temporal conjunctions and temporal circumstance.

Furthermore, the generic structure of narrative usually has three main parts. They are called as orientation, complication, and resolution.

a. **Orientation:** Introducing the characters of the story, the time and the place of the story happened (who/what. When and where).

¹⁸Th.M.Sudarwati and Eudia Grace. *Look Ahead Book;An English Course For Senior High School Students Year XI*. (Jakarta: Erlanga. 2005). p.64

¹⁹OtongDjuhariSetiawan. *MengertiBahasaInggrisuntuk SMA*. (Bandung: Yrama Media. 2007). p.436

²⁰KalayoHasibuan .*op cit*. p. 436

- b. **Complication:** a series of events in which the main character attempts to solve the problem. It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situation. It means that some time there is more then one complication.
- c. **Resolution:** it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that has been accomplished by the characters.

The Nature of Reading Comprehension in Narrative Text

Nature relates a realistic, imagined or factious story. It is written to entertain amuse and interest the reader but simultaneously teaches, explains or informs.²¹ This text commonly describes human or human's fantasy creature experience. Narrative can be divided into two types.²²

a. Traditional Fiction

Traditional fiction including:

- 1) Folktales: Folktales are stories that have been padded down orally from one generation to another. The characters usually have a good or bad character and by the end of story they are rewarded or punished.
- 2) Legend: This can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.

²¹Novianti Sri Rejeki.*The Effect of Using 3H Strategy Toward Reading Comprehension in Narrative Text of the First Year Students at SMA N 1 Tapung of Kampar Regency.* (unpublished. 2012). p.12

²²*Ibid.* p. 12

- 3) Fairy tales: This kind of traditional tales that tells about magic and talk animal, and of elves, sprites and other little people. Fairies always have some of the character
- 4) Myths: An ancient story is created to explain the mysteries some natural force of nature, religious belief of Science phenomenon. The god and goddess have supernatural power but human characters often do not.
- 5) Parables: A short story is used to example a belief, a moral or spiritual lesson
- 6) Moral tales: Moral tales is a story which teaches the reader to be good habit. This genre convinces the reader to become mannerly human.
- 7) Fables: Fable is a story which often contains animals as the character. This story usually has animals that speak and act like human beings. This text teaches a moral or lesson to the reader

b. Modern fiction

Modern fiction can be classified into the following:

- 1) Modern fantasy
- 2) Contemporary realistic fiction

The Students' Reading Comprehension in Narrative Text

There are many kinds of text including narrative. differs to the others text genre in case of its story elements and text structure in fact , comprehending will be connected to the comprehension of teaching

narrative text, in the syllabus's perspective, the following indicators are expected to be mastered the students in reading.

- a. The students are required to be able to indentify main idea of the narrative text.

Main idea is the researcher wants to say about the subject. Main ideas are often stated in topic sentence. A sentence expresses the main idea of a paragraph or a topic sentence. Main idea can be found in whole passage.

- b. The students are required to be able to identify the sequence of event of the narrative text

The story, especially are build based on several moments or events. The events usually occur in orientation, complication, series of events and resolutions.

- c. The students are required to be able to identify the character from the narrative text.

Characters in a story refer to the objects that play in a story. Characters can be like talking animal, human, or human's imaginary creature.

- d. The students are required to be able to identify communicative purpose of the narrative text.

A piece of writing has certain goal to be told to the reader. The purpose is what the author may convey to the reader is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and esthetical feeling on the reader.

- e. The students are required to be able to identify generic structure of the narrative text.

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized. The particular text has its own generic structure, consists of orientation, complication and resolution.

2. The Concept of Reading Guide-O-Rama Metacognitive strategy

Reading Guide-O-Rama is an metacognitive strategy. It is used to intentionally monitor students thinking or comprehension. This strategy is a form of a questioning method that directs and encourages students as they read. Cunningham and Shablak advocated the "Guide-O-Rama" as a means to help students selectively process text.²³ This strategy is also very helpful for students to use at *home* as they are completing reading homeworks, like Richardson states in Tudzin “ Marginal Glosses and Guide-O-Rama are like having the teacher go home with the students and look over their shoulders as they read, guiding their reading attention.”²⁴

Reading Guide-O-Rama metacognitive strategy is appropriate as while reading activities, because this strategy does more than active prior knowledge and set purpose for reading-it actually leads kids through the thicket of text, terms, charts, diagrams, and pictures step by step, while they are reading. Reading guides are designed to enhance students' comprehension by focusing

²³Cunningham &Shablak. *Selective Reading Guide-O-Rama Metacognitive:The Content Teacher's Best Friend*. (Journal of Reading: 1975)

²⁴ Tudzin Alicia. *Example of a Completed Strategy Application; Reading Guide-O-Rama*.(EDRD 6003 course of Reading Journal: 2007)

their attention on relevant information in the passage. They consist of questions, statements and directions interspersed throughout the text²⁵.

Reading Guide-O-Rama metacognitive strategy is a guide strategy that allows teacher to informally coach, talk with, and support students as you guide them through the reading. Besides, this strategy also invites teacher to become an experienced reader to open up her mind to the students-showing them how she thought her way trough the reading.

The Definition of Reading Guide-O-Rama Metacognitive Strategy

Reading Guide-O-Rama Metacognitive strategy is a guide strategy to provide teacher with an opportunity to give students an idea of how to obtain information through text.²⁶It means that as a good guidance to the teacher to treat students comprehension on reading a text assignment, this strategy is very helpful in teaching learning reading in class.

The reading guides use questions and other tasks to activate students' prior knowledge, to have them mentally and graphically translate the written content and to encourage them to draw inferences while they are reading.²⁷ In this way students are not merely adopting an alternative set of teacher or text oriented propositions, but rather they are interacting personally and Sciencely (aided by their peers) with the printed material. Through this dynamic interaction, students engage in deep processing of text as they seek to reconstruct the author's message selection.

²⁵John R. Readence& David Moore.*Differentiating Text Assignments in Content Areas:Slicing the Task*(University Of Georgia)

²⁶ Margaret Bouchard. *op cit*

²⁷ Karen D. Wood .*Guiding Students through Informational Text*. (Published by: International Reading Association. 1988)

The Purpose of Reading Guide-O-Rama Metacognitive strategy

This strategy has purpose to point out important information as well as unimportant information and help students selectively read.²⁸ In other hand, the students should be clever to categorize the important information and unimportant information based on the text that they have read.

This strategy makes easier students to find it out. It provides a model for purposeful ongoing reading, at first with guidance, and later without, and helps students with reading difficulties to be more successful in reading content materials.²⁹

Reading-guide materials are designed to assist students as they read and respond to text at each level of comprehension.³⁰ In conclusion, Reading Guide-O-Rama Metacognitive is designed to help students in reading selectively and in distinguishing key ideas from supportive evidence, and major points from minor ones.

***Teaching Procedures of Reading Guide-O-Rama Metacognitive strategy:*³¹**

- 1) Determine the purpose for a specific reading assignment. The researcher explains the purpose of narrative text. Then explore their background knowledge about it.

²⁸ Margaret Bouchard. *log cit.* p 45

²⁹Peter A. Wilson. *Reading in the Content Area: Its Impact on Teaching in the Science Studies Classroom.* (PhD diss University of Tennessee. 2009)

³⁰Theodore L. Harris & Eric J. Cooper. *Reading, Thinking, and Concept Development: Strategies for the Classroom.* (New York: Colllge Board Publications)

³¹[http://novelinks.org/uploads/Novels/TheGreatGatsby/Selective%20Reading%20Guide.p
df](http://novelinks.org/uploads/Novels/TheGreatGatsby/Selective%20Reading%20Guide.pdf)

- 2) Decide how you as an “expert” reader would approach this reading task.
The researcher hands out the narrative text to the students.
- 3) Choose which parts of the text are important or unimportant to understand the purpose of the assignment. The researcher ask the students to read narrative text.
- 4) Decide, step-by-step, what reading behavior students should use to understand the specific purpose of the reading assignment. The researcher encourages the students’ strategies into reading skill.
- 5) Construct a reading Guide-O-Rama for students to use while reading the text selection. After ask student to apply their skill in reading a text, the researcher makes evaluation.

The Advantages of Reading Guide-O-Rama Metacognitive strategy

From the procedures above, it has pointed out clearly that this strategy has benefit to provide a form of scaffolding between student readers, a teacher’s specific purpose and the content text. This strategy is not only valuable for learners, who must tackle the challenge of new content language but also decide what is important and unimportant to the purposes of the assignment.³² It means that as a guide strategy, this strategy can treat the students to be cleverer in reading to find out what is the purpose, content and real meaning of text.

³²Margaret Bouchard. *log cit.* p 45

The Teaching Principle of Reading Guide-O-Rama Metacognitive Strategy

Principle is the essential thing that should be provided in teaching and learning English. All of the activities in this process depend on the principle itself. Therefore, principle has the crucial role in order to reach the purpose of teaching and learning process. Here is the teaching principle of Reading Guide-O-Rama metacognitive strategy can be seen as follow:

Table II.1
THE LEARNING PRINCIPLE OF READING GUIDE-O-RAMA
METACOGNITIVE STRATEGY

No	Reading Guide-O-Rama Metacognitive Strategy	Learning Principle
1	Determine the purpose for a specific reading assignment.	The researcher explains the purpose of narrative text. Then explore their background knowledge about it.
2	Decide how you as an “expert” reader would approach this reading task.	The researcher handsout the narrative text to the students.
3	Choose which parts of the text are important or unimportant to understand the purpose of the assignment.	The researcher ask the students to read narrative text..
4	Decide, step-by-step, what reading behavior students should use to understand the specific purpose of the reading assignment.	The researcher encourages the students’ strategies into reading skill.
5	Construct a reading Guide-O-Rama for students to use while reading the text selection.	The researcher make evaluation

B. The Relevant Research

To avoid the same title used in the research, then the researcher shows the relevant research, which was done by previous students of English Education Department of UIN SUSKA RIAU. According to Syafi’i, the

researcher is required to observe some previous researches conducted by other researcher in which they are relevant to the research you are conducting.³³

Besides, we have to analyze what the point that what focused on, inform the designs, findings and conclusions of the previous research, that of:

1. The article written by Alicia Tudzin “The application of Reading Guide-O-Rama Metacognitive Strategy on Reading Comprehension”³⁴ she posted it on Georgia on spring 2007. Alicia mentioned that this strategy was very effective one for her very talkative students. Guide-O-Rama can be applied for reading comprehension.
2. The article written by Shannon Clark entitled “Science Guide-O-Rama”³⁵. This article is posted on May 15, 2012. In this article he created a sort of study guide for his students to interact with as they read the lesson. The purpose was to give his students a focus as they read and to help them interact with the text actively instead of just reading/word calling to say his students read the lesson.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this study. According to Syafi’i, all related theoretical

³³ M. Syafii S. *From Paragraphs to a Research Report: A writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive. 2011). p. 122

³⁴<http://hercules.gcsu.edu/~cbader/5210SPED/guideorama.htm>.

³⁵<http://irunreadteach.wordpress.com/2012/05/15/Science-guide-o-rama/>

frameworks can be operated in the operational concept.³⁶ There are two variables, dependent variable and independent variable. Independent variable is the using of Reading Guide-O-Rama Metacognitive Strategy and dependent variable is the students' comprehension in reading Narrative text.

1. Variable x (Reading Guide-O-Rama Metacognitive Strategy)

- a. Determine the purpose for a specific reading assignment. The researcher explains the purpose of narrative text. Then explores their background knowledge about it.
- b. Decide how you as an “expert” reader would approach this reading task. The researcher hands out the narrative text to the students.
- c. Choose which parts of the text are important or unimportant to understand the purpose of the assignment. The researcher asks the students to read narrative text..
- d. Decide, step-by-step, what reading behavior students should use to understand the specific purpose of the reading assignment. The researcher encourages the students' strategies into reading skill.
- e. Construct a reading Guide-O-Rama for students to use while reading the text selection. The researcher makes evaluation.

2. Variable Y (The Students' Reading Comprehension) based on indicators of reading as stated School-based curriculum.

- a. The students are required to be able to state main idea on narrative text
- b. The students are required to be able to identify generic structure on narrative text

³⁶ M. Syafi'i, *op. cit.*, P. 122

- c. The students are required to be able to locate or identify facts such as: names of characters, the times of the story or the place of the story on narrative text
- d. The students are required to be able to analyze the meaning of certain words on narrative text.³⁷

3. The Teaching Principle of Reading Guide-O-Rama Metacognitive Strategy

Principle is the essential thing that should be provided in teaching and learning English. All of the activities in this process depend on the principle itself. Therefore, principle has the crucial role in order to reach the purpose of teaching and learning process. Here is the teaching principle Reading Guide-O-Rama Metacognitive strategy can be seen as the following steps:³⁸

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that using this strategy in teaching reading will improve students reading comprehension of narrative text.

³⁷School-Based Curriculum. *op cit*

³⁸Silberman Mel. *Active Learning: 101 Strategies to Teach Any Subject*. (United States of America: Allyn& Bacon. 1996). p. 91

2. The Hypothesis

a. The Null Hypothesis (H_0)

There is no significant effect of using Reading Guide-O-Rama Metacognitive strategy on the students' reading comprehension at the tenth grade of Senior High School Muhammadiyah 1 Pekanbaru

b. The Alternative Hypothesis (H_a)

There is a significant effect of using Reading Guide-O-Rama Metacognitive strategy on the students' reading comprehension at the tenth grade of Senior High School Muhammadiyah 1 Pekanbaru