CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

According to the National Council of Teachers of English (NCTE) Commission on Reading, reading is a complex, purposeful, social and cognitive process in which readers simultaneously uses their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. [1]

Tankersley defined reading as a complex process made up of several interlocking skills and process.[2] Reading is very important skill that we have to learn. We can enlarge our knowledge by reading. The readers need to be able to figure out the author's purpose presenting the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials. Reading is about understanding written texts. It is a complex activity that involves both perception and thought[3]. While, Kalayo stated that reading is an activity with a purpose. A person may read in order to gain the information, for enjoyment, to enhance knowledge of the language being read, the purpose for reading also determines appropriate approach of reading comprehension.[4]

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[1] Randi Stone. *Best Practices for Teaching Reading*. California: Corwin Press, 2009, p.85

[2] Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. Alexandria: Association of Supervision and Curriculum Development, 2003, p. 2

[3] Elizabeth S.Pang, et al.*Teaching Reading*, Switzerland: International Academy of Education.2003.p.6

[4] Kalayo Hasibuan and Muhammad Fauzan Ansyari.*Teaching English As Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.2007.p.114

2. The Nature of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. Snow defined reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[5]. Moreover, Dorn and Soffos state that comprehending involves interpreting and syntetizing ideas in waysthat influence the reader's mind.[6] reading comprehension can be defined as an active thinking process through which a reader intentionally contructs meaning to form a depper understanding of concepts and information presented in a text[7]

Based on description of reading comprehension above, it is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension can be concluded as a complex process in which a reader tries to reconstruct a message encoded by a writer. In other words, it is an interaction between the reader and the writer. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension, Comprehension is influenced by the reader's individual attitudes, interest, expectation, skills and prior knowledge as well.

B. Teaching reading.

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[5]Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. Alexandria: Association of Supervision and Curriculum Development, 2003, p. 108

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

[7] Peter westwood. *What Teacher Need To Know About Reading And Writing Difficulties.* Australia:acer press..2008. p.31

Reading is an essential skill for learners of English as a second language.According to Harmer there are six principles behind the teaching of reading :

Principle 1 : Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things and students do not do these things-then we only just scratch the surface on the text and quickly forget it.

Principle 2 : Students need to be engaged with what they are reading.

Students need to be engaged with what text they are reading, not actively interested in what they are doing less likely to benefit from it. When they are really fired up by the topic or task, they get much from what is in front of them.

Principle 3 : Students should be encouraged to respond to the content of a reading text, not just to the language.

of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic-thus personal engagement with it and the language.

Principle 4 ; prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us hint of what is in the book,

photograps and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint-the book cover, the headline, the word processes page-our brain starts predicting what we are going to read. Expectations are set up and active process of reading is ready to begin. Teachers should give students' hints' so that they can predict what's coming too. It will make them better and more engaged readers.

Principle 5 : match the task to the topic

We could give students Hamlet's famous soliloquy ' to be or not be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

One decision has been taken about what reading test the students are going to read, we need to choose good reading tasks-the right kind of questions, enganging and useful puzzles etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

Principle 6: good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, description etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using

the topic for discussion and further tasks, using the language for study and later activation[8]

C. The Concept of Story Pyramid Strategy

1. Definition of Story Pyramid Strategy

As mentioned above, reading comprehension needs the strategies to gain the level of reading comprehension itself. Garner in Heisat stated that reading strategy is an action or series of actions employed in order to construct meaning.[9] According to Marie in Tankersley's strategy, it is an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.[10]So, based on the explanation above, a reader needs to use a strategy in order to ease them to construct the meaning from the text. If the readers know about lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader. In this case the writer suggests a good strategy to make the students understand about the text. The name of this strategy is Story Pyramid Strategy

According Tankersley, Story pyramid is a Reading strategy that have students complete a story pyramid after they finish a story. Tankersley said after reading a text, we want students to focus on clarifying their under-standing to connect the new knowledge to prior knowledge. We can help students verify predictions, organize information, and summarize, classify, or otherwise process the information at deeper levels of understanding.

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[8]Jeremy Harmer. *How to Teach English*. Pearson education.longman.2001.p.82

[9]Heisat et al, *The Use of Reading Strategy in Developing Students' Reading Competency Among Primary School Teachers In Malaysia*, European Journal for Social Science,Volume 12, Number 2, 2009, p. 311

[10] Karen Tankeslay, *The Threads of Reading: Strategies for Literacy Development*. . Association for Supervision and Curriculum Department. Alexandria,Virginia2003.p.90

We want students to complete any organizer charts they started before or during reading, discuss their insights with us and peer, and perhaps link their new knowledge to a writing assignment, and Story Pyramid is one of the Strategies After-Reading Activities[11]

According Eileen, the Story Pyramid is a strategy that helps students identify important elements of a story and describes them by using a limited number of words. A completed Story Pyramid will have the following information:

1. LINE 1.   First name of the main character

2. LINE 2.   Two words describing the main character

3. LINE 3.   Three words describing the setting

4. LINE 4.   Four words stating the problem

5. LINE 5.   Five words describing one main event

6. LINE 6.   Six words describing a second main event

7. LINE 7.   Seven words describing a third main event

8. LINE 8.   Eight words stating the solution to the problem

Graphic information illustrates concepts and relationships between concepts in a text or using diagrams. Graphic information is known by different names, such as maps, graphs, charts, frames, or clusters and story mapping/story grammar. Requiring concise descriptions stretches students' thinking and is a fun alternative to a traditional Story Grammar.[12] so students should draw lines in a pyramid design and insert the following information from the story. Furthermore, Story Pyramid can be illustrated through pyramid design below :

[11] Karen Tankeslay, *The Threads of Reading: Strategies for Literacy Development*. . Association for Supervision and Curriculum Department. Alexandria,Virginia2003.p.90

[12] Carr, Eileen. *Teaching Comprehension.* United States America : Thinking Works. 2004. P. 57

STORY PYRAMID TEMPLATE[13]

1. _____

Name of main character

2._____   _____

Two words describing main character

3._____   _____   _____

Three   words describing the setting.

4._____   _____   _____   ____

Four   words   stating the   problem.

5._____   _____   _____   _____   ____

Five   words   describing   one   event.

6.____   _____   _____   _____   _____   _____

Six   words   describing   second   event.

7._____   _____   ____   ____   ____   _____   ____

Seven   word   describing   the   third   event.

8._____   _____   ____   ____   ____   ____   ____   ____

Eight   words   describing   the   solution.

This strategy will help the students more accurate at predicting the contents. As a result, reading comprehension and reading pleasure soar.

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[13] http://www.readingquest.org

D. Narrative text

Richards explained that narrative is the written or oral account of a real or fictional story.[14] Moreover Crystal stated that narrative is seen as a recapitulation of past experience in which language is used to structure a sequence of (real or fictitious) events.[15]In addition, Kalayo statedthat the purpose of narrative is to entertain, to create, to stimulate emotions, to motivate, to guide and to teach. It can be concluded that narrative is a kind of written or oral content that may happen at the past; it may be a fiction or nonfiction. The purpose of a narrative is to entertain and to engage the reader in imaginative experience. 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.[16]

Based on the explanation above, the writer conclude that narrative is a story telling. It is told very clear and detail. When readers read narrative text, they can easily understand what the writer is talking about.

Narrative also has the structure of the story. According to Robert, there are three stages in narrative. They are as follows:[17]

a. Orientation: Setting the scene and introducing the characters of the story, the time and the place the story happened. (Who/What, When and Where)

b. Complication: a series event in which the main character attempts to solve the problem.

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[14] Jack C. Richards, et al..*Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*. London: Pearson Education Limited, 2002 p. 349

[15] David Crystal. *A Dictionary of Linguistics and Phonetics 6th Edition*. Malden: Blackwell Publishing, 2008, p. 320

[16]Janette K. Klingner, Sharon Valughn, and Alison Boardmand. Op.cit. p. 77

[17] http//text.narrative.org/efl.

c. Resolution: the ending of the story containing the problem solution.

Example of Narrative text :

Story of Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very **gluttonous** and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave **him** an extra-large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

E. Relevant Research

Required to observe some previous researches conducted by other researchers in which they are relevant to our research.[18] We have to analize the relevant research and finding the point of that research. Talking about reading, there are a lot of investigation that have been done by many researchers. The following are some relevant researchers to this research project

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[18]M.Syafi'I,s, "*From Paragraph to a research Report : a writing of English for academic purposes*".pekanbaru,lembaga Bimbingan Belajar Syaf Intensif (LBSI).2007.p.122

1. This is a research done by Susvia Cahyaning Mumpuni 2014 alumnus of State University of Malang entitled "using Story Pyramid Strategy to Improve Reading Comprehension of the 11th Grade students of SMAN 1 Kesamben". It was an action research. The findings of the research indicated that Story Pyramid strategy was successful to improve students' reading comprehension. From the result of the students' test in cycle I, there was 94% of the students who could achieve the minimum learning mastery. In the cycle II, the students' score were improved, the score which were above the minimum mastery learning in the percentage of 87,5%, in addition, from the questionnaire, it was known that 97% of the students taught by using story pyramid was effective because story pyramid helped them comprehended each element of the narrative texts

2. This is a research done by Surida Eka Sari, 2012 alumnus of Faculty of Education, Makassar University entitled " The Comparison of Prediction and the Story Pyramid Strategy on The Students' Ability in Reading Comprehension at Mas Al-Washliyah Tembung" This research aimed at identifying the students' ability in reading comprehension, to describe the comparison of prediction and story pyramid strategies as independent variable (x) and the students' ability in Reading Comprehension as dependent variable (y). There was hypothesis proposed in this research. There was a significant difference of using prediction and story pyramid strategies on the students' ability in reading Comprehension. The research data were analyzed by applying t-test formula. Based on the data processing, it was found that the coefficient of = 4,09 with the fault level certainly.

F. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in the research. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.[19] There are two variables used in this research. There are variable X that refers to the effect of Story Pyramid Strategy and variable Y that refers to Students' reading comprehension. Therefore, variable X is as independent and Y is as dependent.

The Procedure of Story Pyramid (variable X) is as follow:

1. The teacher shows students a Story Pyramid template and discusses the elements with them; there is a template in the Companion Folder. Discuss some specific examples of setting descriptions, problem statements, and even the summaries from stories familiar to the class.

2. The teacher asks students to read the story, focusing on the important story elements called for by the Story Pyramid. You can read the story aloud to younger students.

3. The teacher guides students in their reading by having them stop to predict story events or to describe key elements. For example, prompt students to predict what the problem is and how they think the main character will solve it.

4. The teacher discusses the story after reading. Encourage students to form images in their minds of what occurred in the story.

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[19] M. Syafi'I,S, " From Paragraph to a Research Report : A Writing of English for Academic Purposes". Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensif (LBSI). 2007.p.122

5. The teacher and students complete the Story Pyramid, first as a whole-group activity. When students become familiar with the strategy, have them complete it in small groups and then individually.

6. After a Story Pyramid is completed, students can write a summary of the story, which can also serve as an assessment/evaluation of the strategy. A summary should be easy to write, because students have already selected and organized a limited number of key elements of the story.[20]

the indicators of students' ability in reading comprehension (variable y) are as follows : [21]

1. Students are able to find factual information

2. Students are able to identify main idea

3. Students are able to locate the meaning of vocabulary in context

4. Students are able to indentify references

5. Students are able to make inferences from the reading text

G. Assumption and Hypothesis

1. Assumption

The research is on the basic of following assumption:

1. Story Pyramid strategy can help students to understand the reading text.

2. The response of the students toward the Story Pyramid strategy is various.

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[20] Carr, Eileen. *Teaching Comprehension.* United States America :Thinking Works. 2004. P. 58
[21]Arthur Hughes.*Testing for Language Teacher, 2ⁿᵈ Edition*. New York: Cambridge University Press, 2003 p.139.

3. The respondents are treated by using story pyramid strategy to achieve better reading than those who are not treated by using story pyramid strategy.

2. Hypothesis

Based on the assumption above, hypothesis for this research can be forwarded as follows:

1. The Alternative Hypothesis (Ha)

There is a significant effect of using Story Pyramid strategy on students' reading comprehension of the tenth grade at state senior high school1 Taluk Kuantan Kuantan Singingi regency.

2. The Null Hypothesis (H_o)

There is no significant effect of using Story Pyramid strategy on students' reading comprehension of the tenth grade at state senior high school1 Taluk Kuantan Kuantan Singingi regency.