

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the skills that should be mastered by the students. It is an important subject in teaching and learning process. According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word.¹ Besides, Westwood stated that reading involves two main processes identifying words and comprehending connected text.² It means that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. So, if the readers want to know the meaning from printed words, they should be able to understand the printed words and also comprehend what they read.

Another definition comes from Smith who stated that the word "reading" is properly employed for all manner of activities when he/she endeavors to make sense of circumstances; its original meaning was "interpretation."³ So, reading not only refers to interpretation of a piece of writing but also interpretation of experience. If someone talks about reading, it is always related to reading skill.

¹Caroline.T Linse. *Practical English Language Teaching: Young Learners*. (Sidney: McGraw, 2005), p. 69

²Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. (Victoria: ACER Press, 2008), p. 14

³Frank Smith. *Understanding Reading. Six Edition*. (New Jersey: Lawrence Erlbaum Associates, inc, 2003), p. 2

Reading is a process to get comprehension. By reading, the readers will know what they read and be challenged to respond the ideas of the author. Reading is an activity with the goals. When a reader reads, sometimes he/she reads to get main idea, to get new information, for enjoyment, etc. Grabe and Stoller said that students learn to read for multiple purposes, including at least: the reading to search for information, for general comprehension, to learn new information, and to synthesize and evaluate information.⁴

In line with the statement above, Hasibuan and Ansyari stated that a person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style, for enjoyment or to enhance knowledge of the language being read.⁵ So reading has many purposes.

By knowing the real purpose of reading, it can help the students reach the goal of understanding. To reach the goal of understanding a passage, the students must be able to understand the meaning of each word.

Based on the explanation above, it can be concluded that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately.

Comprehension is a thinking process in which a reader constructs meaning to get a deeper understanding of concepts and information in a

⁴William Grabe and Fredricka I. Stoller. *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, In Teaching English as a Second or Foreign Language*, Third Edition, Edited by Marianne Celce-Murcia. (Boston: Heinle & Heinle. 2001). p. 188

⁵ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *loc. cit*

text. Comprehension is the essence of reading because the goal of written language is communication of messages.⁶ So, if a reader cannot comprehend the message or information, he/she is not reading. If readers can read the words of a text, but do not understand what they are reading, they are not reading.

According to Janette *et.al*, reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁷ It means that when a reader reads from the printed word, he/she must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

2. The Nature of Narrative Text

There are various kinds of text that the students learn in studying English. According to “Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA”, there are 13 genres that must be learned and comprehended related to the School-Based Curriculum (KTSP). They are Recount, Report, Discussion, Explanation, Analytical Exposition,

⁶Gerald.G. Duffy. *Explaining Reading. A Resource for Teaching Concepts, Skills, and Strategies. Second Edition.* (New York: The Guilford Press, 2009). p. 14

⁷Janette, Sharon, and Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: The Guilford Press, 2007). p. 8

Exposition, Hortatory Exposition, News Item, Anecdote, Narrative, Procedure, Description, and Review.⁸

Narration is the telling or relating of occurrence or a series of events. Narrative has the purpose that is to entertain, amuse, and interest the reader with actual or imaginary experiences in different ways.⁹ It means that narrative text wants to give entertainment to the reader in order to make them enjoy in reading. Besides, it also gives motivation and message or moral value for the readers.

Narrative text is organized in some generic structures, those are:¹⁰

- a. Orientation: introduce main which the characters and setting of time and place. Usually answers questions who? when? where?
- b. Complication or problem: in this stage the main characters get some problems and they find ways to solve the problems.
- c. Resolution: it is the resolution of the complication/problem. The complication may be resolved for better or worse/happily or unhappily. These add and sustain interest and suspense for the reader.

Narrative text is characterised by several language features. The general language features of narrative text are:¹¹

- 1) A narrative focuses on specific participants

⁸Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*. (Jakarta: Balitbang Depdiknas, 2003), p. 77-81

⁹ Th. M. Sudarwati and Eudia Grace, *Look Ahead An English Course*. (Jakarta: Erlangga, 2006), p. 52

¹⁰ *Ibid.* p. 130

¹¹ *Ibid*

- 2) There are many action verbs, verbal and mental processes
- 3) Direct and indirect speeches are often used
- 4) It usually uses Past Tense
- 5) Linking words are used, related to time
- 6) There are sometimes some dialogs and the tense can change
- 7) Descriptive language is used to create listener's or reader's imagination
- 8) Temporal conjunctions are also used

3. Students' Reading Comprehension on Narrative Text

Student him/ herself is the reader. The reader actively interacts with the text. Thus, the student as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts taught in majority classroom context. Therefore, students must interact with this text genre.

There are many kinds of text including narrative. Narrative text differs to the others text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of text structure and story elements. That is why in learning objective of teaching narrative text will include the students ability to understand text structure and story elements of narrative text. In

the syllabus's perspective, the following indicators are expected to the students to master in reading narrative text that:¹²

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

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

- b. The students are able to identify the sequence of events of the text.

A story especially narrative text is built based on several moments or events. The events usually occur in orientation, complication, series of events and resolution.

- c. The students are able to identify the characters from the text.

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

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

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

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

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized. The particular text has its

¹² Sabar Budiono, *op. cit.*, p. 9

own generic structure. Narrative text consists of orientation, complication, series of events, resolutions and coda.

Students in teaching reading narrative text play a role as the active readers. Active readers apply some reading comprehension strategies to comprehend the text including narrative text. Brown maintained some principal strategies for reading comprehension as follows:¹³

- 1) Identify the purpose in reading a text
- 2) Apply spelling rules and conventions for bottom up decoding
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning
- 4) Guess at meaning (of words, idiom, etc.) when the reader is not certain
- 5) Skim the text for the gist and for main ideas
- 6) Scan the text for specific information (names, dates, key words)
- 7) Use silent reading techniques for rapid processing
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retain the information
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship

Anderson et al. in Nunan argued that to achieve the desired results, students need to learn how to use a range of reading strategies that match to their purpose for reading. Teaching them how to do this should be a

¹³H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (New York: Pearson Education, Ltd., 2003), pp. 188-189

prime consideration in the reading classroom.¹⁴ The only purpose of reading is absolutely comprehension. Carrying out the same ideas, Hasibuan and Ansyari maintained that reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understands how to apply them to accomplish the reading purpose.¹⁵ Enabling students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of narrative text is one of them.

In learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students become easily to comprehend narrative text. This was not impossible to the literacy or narrative text. Therefore, reaching the learning indicators in syllabus of teaching narrative text will become easily if the teacher teaches the students to apply the reading comprehension strategies.

In assessing reading, Brown categorizes reading assessment in several types, such as; multiple-choice, short-answer, editing (longest texts), etc.¹⁶ Hempenstall in Westwood has suggested that the purposes for assessment in reading include: diagnosing particular areas of strength or

¹⁴ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., 2003), p. 76

¹⁵ Kalayo Hasibuan and M. Fauzan Anshari, *op. cit.*, p. 115

¹⁶ H, Douglas Brown. *Principle of Language Learning and Teaching*, Fourth Edition. (New York: Addison Wesley Longman. Inc. 2000), pp. 190-191

weakness, using the information for decisions about instruction, measuring a child's progress over a period of time, comparing one child's progress to that of his or her peers, screening children for special assistance.¹⁷ Besides, I.S.P. Nation points out that comprehension test can use a variety of question forms, such as:¹⁸

a) Pronominal questions.

These questions require learners to make a written answer which can range in length form of a single word to several paragraphs,. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

b) True/False, Yes/No, Alternative questions and Multiple Choice.

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus, the learners do not have to compose their answer. Multiple choice questions can focus on details and on more general aspects of the text. Multiple choices are useful when there are very large numbers of test to be marked.

c) Information Transfer.

Incomplete information transfer diagrams can be used to measure comprehension of the text.

¹⁷ Peter Westwood, *op.cit.*, p. 79

¹⁸ I.S.P, Nation. *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009). pp. 6-9

In this research the researcher just uses multiple choices to assess the reading comprehension of the first year students at MA Kampar Timur.

4. The Factors Influence Student's Reading Comprehension on Narrative Text

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.¹⁹ There are eight factors that may influence the comprehension of narrative text. They are as follows:²⁰

- 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. In adequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

One of the ways that influences comprehension when reading narrative text is by understanding its structure. Narrative text has three

¹⁹ Ernita Rahayu. 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. (Pekanbaru: Unpublished Thesis, 2012), p. 9

²⁰ *Ibid.* p. 116

generic structures. Hasibuan and Ansyari state that the text consists of the following structures:

- 1) Orientation
- 2) Complication
- 3) Resolution

5. The Nature of Vocab-O-Gram Strategy

Vocab-O-Gram is a teaching strategy when we use a narrative text. Vocab-O-Gram is a building knowledge strategy in which the silent reading of students is guided by the teacher that asks students to predict and to classify the words. This strategy gives students the opportunity to make predictions about a story using the graphic organizer.²¹ It means that this strategy can be implemented by using graphic organizer or creating a chart on the white board to list students' prediction.

Through Vocab-O-Gram strategy, students are able to use a prediction comprehension strategy. This comprehension strategy is supported by teacher's guidance by using the question to predict what the content of story itself. There are three basic components of the Vocab-O-Gram cycle. First, the teacher asks students to make a prediction about what they think is coming next in the story. Then, students prove or disprove their prediction, noting information and evidence in the text. Finally, at the designed stopping point, students discuss their prediction

²¹Janet Allen. *loc.cit*

and formulate new prediction to lead them into the reading of next section of the text.²²

Vocab-O-Gram is used with a charting process that asks students to organize vocabulary in relationship to the structure selection.²³ The strategy involves students working in pairs or groups to share what they know about the words and to classify them according to their predictions. The teacher sets up as many chart pages as there are groups.

Prediction is fundamental to reading comprehension from transactional nature of reading event and it will interpret the text.²⁴ In addition, he said that to comprehension strategies predicting is based on the thoughtful use of prior knowledge. Vocab-O-Gram is a creative brainstorming process that involves collecting the wisdom of all or most of the students in the class.²⁵ It means that, this strategy provides the students to become active learners through involving all of them in the learning process.

Vocab-O-Gram strategy engages students in active reading, thinking, and places the teacher in role of facilitator. Through this strategy, teacher proposes some comprehension questions.²⁶ The question should encourage students to predict what the upcoming reading will be about, what will happen, or what will be learned from the story. Vocab-O-Gram

²²Camile Blachowicz. *Reading Comprehension: Strategies for Independent Learners*. (New York: The Guilford Press, 2008), p. 138

²³Blachowicz and Fisher. *loc.cit*

²⁴Gerald G. Duffy. *op. cit*, p. 101

²⁵*Ibid.*, pp. 48-49

²⁶Alan Crawford, *et.al.*, *Teaching and Learning Strategies for the Thinking Classroom*. (New York: The International Debate Education Association, 2005), p. 236

is designed to support students' reading comprehension by guiding them to the key point in the text and providing opportunities to discuss its meaning with their classmates.

The purpose of using this strategy is to provide an opportunity for students to share opinions, classify the words according to their predictions. Using this strategy in teaching reading can give several advantages. The advantages of this strategy is the students will be able to:

- a. Build background knowledge by using graphic organizer
- b. Provide exposure to content-specific words
- c. Generate predictions and questions related to a story prior reading

From the explanation above, it can be seen that Vocab-O-Gram strategy is an appropriate learning strategy that can be applied in teaching and learning process including in teaching reading.

6. Using Vocab-O-Gram Strategy toward Students' Reading Comprehension on Narrative Text

Vocab-O-Gram strategy has certain procedure in its implementation on teaching reading a story or narrative text. As one of the important skills in English, of course the teacher should have a good strategy in teaching and learning process, in order to make the students comprehend the materials easily and have good comprehension in reading. Vocab-O-Gram strategy is one of the cooperative learning strategies that can be used in teaching reading.

In using this strategy in teaching reading, teacher should apply several steps. The steps or procedures of using vocab-o-gram strategy are below:²⁷

- a. Select a vocabulary list from a narrative selection that reflects story grammar and present it to students by writing the words on the board or using an overhead projector.
- b. Have students, working in teams, decide which words give clues to setting, characters, problem/goal, resolution, and feelings. Include a “?” category as well.
- c. Discuss placement. Words may typically be placed in more than one category. Share knowledge about words.
- d. Make predictions.
- e. Have each student formulate a personal question to answer.
- f. After reading, refine vocabulary. Go back to the selection to clarify or use references.
- g. Use in further oral or written work. Students may use Vocab-o-Gram as an organizer for summarizing.

Applying this strategy in teaching reading is one of the consideration that can be applied by the teacher in order to improve the students’ reading comprehension.

²⁷ Blackhowicz and Fisher. *op. cit.*, p. 52.

B. Relevant Research

The relevant research is presented to give the empirical support of this research. Empirical support means that the variable in this research are not something new and invented. Here are two relevant researches:

1. A research conducted by a student of University of Riau named Firman Syah entitled "*The Effects of Vocab-O-Gram and Cooperative Learning Strategies on Reading Comprehension.*" In this research, he found that Vocab-O-Gram strategy could be beneficial in developing students' reading comprehension. The use of Vocab-O-Gram strategy was able to affect students' reading comprehension. Having been treated by using Vocab-O-Gram students had significant improvement on their reading comprehension.²⁸
2. In 2012²⁹ Rina Hidayati had conducted a research entitled *The Difference of Reading Comprehension in Narrative Text of Students Who are Taught by Using Word Sort Strategy and Who are Taught by Using Three Phase Technique at the Second Year of SMAN 12 Pekanbaru.* In her research, she wanted to know whether or not there was a significant difference of students' reading comprehension in narrative text between students taught by using *Word Sort Strategy* and those who were taught by using three phase technique.

²⁸Firman Syah. The Effect of Vocab-O-Gram and Cooperative Learning Strategies on Reading Comprehension. (Pekanbaru: Unpublished, 2003), p. 23

²⁹Rina Hidayati. The Difference of Ability in Writing Analytical Exposition Text of Students Who are Taught by Using Cubing Technique and Who are Taught by Using Three Phase Technique at the Second Year Students of SMAN 12 Pekanbaru. (Pekanbaru: Unpublished Thesis, 2012), p. 22

C. Operational Concept

In carrying out this research, it is necessary to clarify the variables used in the research. This research consists of two variables; those are independent variable (X) and dependent variable (Y). Variable X refers to the Vocab-O-Gram strategy, and variable Y refers to students' reading comprehension.

1. The indicators of variable X (using vocab-o-gram strategy)
 - a. The teacher selects a vocabulary list from a narrative selection that reflects story grammar and presents it to students by writing the words on the board or using an overhead projector.
 - b. Teacher asks students to work in teams, decide which words give clues for setting, characters, problem/goal, resolution, and feelings. Include a “?” category as well.
 - c. Teacher asks students to discuss. Words may typically be placed more than one category. Share knowledge about words.
 - d. Teacher asks students to make predictions.
 - e. Teacher asks students to formulate a personal question to answer.
 - f. Teacher asks students to refine vocabulary after they are reading. Go back to the selection to clarify or use references.
 - g. Teacher use vocab-o-gram strategy in further oral or written work. Students may use vocab-o-gram as an organizer for summarizing.
2. The indicators of variable Y (students' reading comprehension)
 - a. Students are able to identify the main idea of narrative text.
 - b. Students are able to identify the generic structure of narrative text.

- c. Students are able to identify the purpose of narrative text.
- d. Students are able to analyze the meaning of certain words on narrative text.
- e. Students are able to identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

D. Assumption and Hypothesis

1. Assumptions

In this research, the researcher assumes that:

- a. The students' reading comprehension taught by using Vocab-O-Gram strategy is various.
- b. The students' reading comprehension taught without Vocab-O-Gram strategy is various.
- c. The better implementation of using Vocab-O-Gram strategy in reading is the better students' reading comprehension will be.

2. Hypothesis

Based on the assumption above, the researcher can formulate hypothesis as follows:

- H₀: There is no significant effect of using Vocab-O-Gram strategy on students' reading comprehension at MA Kampar Timur.
- H_a: There is a significant effect of using Vocab-O-Gram strategy on students' reading comprehension at MA Kampar Timur.