

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of English skills that is important to be taught to the students. It is most useful activity which can enlarge students' insight. Patel stated that, reading is an important activity in life with which one can update his/her knowledge.¹ By reading we can get new information that we do not know before. Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.² Good reading can improve the students knowledge and give them more interesting information.

Reading is not only process in which the reader reads the words, sentences, or the text but also by reading the reader wants to get something from reading materials. Reading is a complex process involving network of cognitive actions that work together to construct meaning.³ Reading is not simple, reading needs a good previous knowledge to understand what the text tells. According to Moreillon, reading is making meaning from print and from visual information. But reading is not simple. Reading is an active

¹ Patel, M.F and Praveen M.Jain. Loc Cit. Pg.113

² Ibid

³ Dorn J. Linda & Soffos Carla. *Teaching for Deep Comprehension*. Portland: Stenhouse Publisher. 2005. Pg.25

process that requires a great deal of practice and skill.⁴ Reading is not only get the information from print or visual, but it needs good skill to be comprehended.

2. The Types of Reading

According to Patel and Jain, there are two types of reading, namely:⁵

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teachers guidance. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text.

b. Extensive Reading

Extensive reading is reading for pleasure. The purpose of this reading is that the students read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3. The process of Reading

Patel and Jain suggest that the process of reading may be broadly classified into three stages:⁶

1. The Recognition Stage

⁴ Moreillon, judi. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American library. 2007. Pg.10

⁵ Patel, M.F and Praveen M.Jain. Loc Cit. Pg.117

⁶ Ibid., pg. 114

At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instances he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learners mother tongue and English and between the spelling conventions of two languages.

2. Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. Interpretation Stage

This is the highest level in process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discard. In this stage at which a person really reads for information or for pleasure.

4. The Nature of Reading Comprehension

Comprehension is strategic.⁷ Comprehension is an ability to understand the meaning of a concept or an action. Comprehension is an important intelligence power or abstract thought and reasoning of humans or intelligence systems. It is highly curious to explore the internal process of comprehension in the brain and to explain its basic mechanism in cognitive informatics and computational intelligence.

⁷ Duffy. G. Gerald. *Explaining Reading "A Resource for Teaching Concepts, Skills, and Strategies"*. The Guilford Press, 2nd ed. New York, London. 2009

According to Janette K. Klingner in an attempt to improve comprehension instruction, several theories have been proposed that suggest ways to influence understanding of the teaching of reading comprehension: sacher theory, reader response theory, and direct instruction. A brief description of each of these influential theories provides the background for interpreting the instructional practice related to the teaching reading comprehension that are presented in more detail elsewhere in this book.⁸

Reading comprehension involves much more than readers response to text. 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).

According to Klingner, there are some process that involves in teaching reading comprehension to the students that gets difficulties specially, as follows⁹:

1. Cognitive Processes

What is actually when we comprehend what we are reading? Irwin (1991) describes five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. While reading about these

⁸ K. klingner, janette et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Gilford Press. New York. 2007. Pg. 2

⁹ Ibid. pg. 9

different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with metacognition.

2. *Microprocesses*

Microprocessing refers to the readers initial chunking of idea units within individual sentences. “Chunking” involves grouping words into phrases or clusters of words that carry meaning, and require an understanding of syntax as well as vocabulary.

3. *Integrative Processes*

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences, he or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand.

4. *Macroprocesses*

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously)

select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehenders know to use the same organizational pattern to provide by the author to organize their ideas (e.g., a story map that includes characters and setting/ problem/ solution in a narrative or a compare-and-contrast text structure for an expository passage).

5. *Elaborative Processes*

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

6. *Metacognitive Processes*

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of passage, note taking, and checking understanding.

Ten strategies behaviors that good language users employ:

1. They manipulate form of speech to express meaning.
2. They make good word choices that communicate clear messages.
3. They use pronouns to stand for nouns.
4. They use punctuation to clarify meaning and regulate fluency.
5. They combine simple sentences into more complex one.
6. They organize related ideas into paragraph, chapter, text, and genre.
7. They use dialogue to carry and extend meaning.
8. They use figurative language to symbolize meaning.
9. They build vocabulary through word relationships and patterns.
10. They use transitional words and phrases.¹⁰

According to Dorn and Soffos, there are two levels of comprehension as follow:¹¹

1. Surface Level

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.

¹⁰ Dorn J.Linda & Soffos Carla. Teaching for Deep Comprehension. Portland: Stenhouse. 2005
pg.54

¹¹ Ibid., pg.14

2. Deep Level

The deep level of the comprehension is a conceptual level of understanding that results from the readers the authors intentions with the readers point view.

According to Vaughn and Thompson, reading comprehension includes the following:¹²

1. Applying ones knowledge and experiences to the text.
2. Setting goals for reading, and ensuring that they are aligned with the text.
3. Using strategies and skills to construct meaning during and after reading.
4. Adapting strategies that match the readers text and goals.
5. Recognizing the authors purpose.
6. Distinguishing between facts and opinions.
7. Drawing logical conclusion.

In this research, the researcher also includes the indicators for reading skill, they are:

a. Detail Information

Detail information is the information that we get from the text after reading the text, especially about the kind of the text, the goal of the text, the structure generic of the text, characters,

¹² Sharon Vaughn and Sylvia Linan-Thompson. *Research-based Methods of reading Instruction Grades K-3*. New York: ASDP (Association for Supervision and Curriculum Development). 2004. Pg. 98

times, places, conflict, and the solution. For additional information, narrative text according to Thomas S. Kane (2000:363) is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

b. Main idea

Main idea is the sentence of a paragraph tells what the paragraph is about. The other sentences are details. For example from the story the Legend of Rawa Pening below:

THE LEGEND OF RAWA BENING

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Each paragraph has their own main idea, in first paragraph, the main idea is , **there was a little poor boy came into a little village.** The second paragraph, **a generous woman helped him.** and the third paragraph, **from the hole left by stick, water spouted out.** and the other sentences is the details of the main idea.

c. Orientation

Orientation is the part to introduce the characters, place, time of the story. According to Thomas S. Kane, characters and action are the essential elements of any story. Also important, but not as essential, is the setting, the place where the action occurs. Characters are usually people—sometimes actual people, as in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in an Aesop fable), and sometimes a dominant feature of the environment functions almost like a character (the sea, an old house). For example, in the text above, the orientation is in first paragraph, *Once upon a time, there was a little poor boy came into a little village. He was very hungry and*

weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

d. Complication

Complication is the problem that coming out in the story of narrative text. Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. The complication from the Legend of Rawa Pening above is *Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.*

e. Resolution

Resolution is the way of the characters to solve the problem that happened before. From the Rawa Pening story above, the resolution of the story is *Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.*

f. Word Reference

Word reference is noun that refers to someone or something. For example in the first paragraph, *Once upon a time, there was a little poor boy came into a little village. **He** was very hungry and weak. **He** knocked at every door and asked for some food, but nobody cared about **him**. Nobody wanted to help the little boy.* The words that the researcher bolds is refer to a little poor boy.

5. The Nature of Narrative Text

There are various kinds of the text learned by the students. One of them is narrative text. And there are many types of narrative like, fables, myths, legends, fairy tales, folk tales, biography, etc.

1. Definition of Narrative

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative is a fundamental tool in the construction of intersubjectivity the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of mental states in others their beliefs, intentions, desires and the like- and it is this (and not simply the existence of language) that makes us distinctive as human beings.¹³

2. The Generic Structure of a Narrative Text

a. Orientation

Orientation is introducing the participants and informing the time and place.

b. Complication

Complication is describing the rising crises which the participants have to do with.

c. Resolution

Resolution is showing the way of participants to solve the crises, better or worse.

3. Language Features of a Narrative Text

a. Focus on specific participants

b. Using processes verbs

¹³ Colin Harrison. *Understanding Reading Development*. London: thousand oaks, New Delhi, SAGE Publications. 2004. Pg.16

- c. Using temporal conjunction
- d. Using simple past tense.

4. Measurement

Measurement is the process of converting observations into quantities through theory. Measurement as a process implies an act of ascertainment of finding out.

In this research, the writer formulates some indicators to measure students' reading comprehension of Narrative text as follows:

- a. The students can find the detail information.
- b. The students can identify main idea.
- c. The students can identify the orientation.
- d. The students can identify the complication.
- e. The students can identify the resolution.

6. Teaching Reading

Teaching reading is one of the important parts in Indonesias curriculum, the aim of the teaching reading is to develop to students ability to understand English text effectively. Teaching reading is very important skill because this is the stage where the knowledge of learners start to fly. The selection of reading material should be authentic.

Reading is an essential skill for learner of English as a second language. For most of those learners the most important skill to master in order to ensure success not only in learning English, but also in learning any context class is when reading in English is required.¹⁴ It means that by reading, the learners will make greater progress and development in all other areas of learning.

According to Harmer, there are six principles in teaching reading, they are:¹⁵

1. *Reading is not passive skill*

In reading there are some activities that interact each other like the reader and the text, we have to understand what words mean, see the picture the words are painting, understand the arguments and works out if we agree with them.

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

Choose the interesting topic for the students, because when they are really fired up by the topic or task, they get much from what is in front of them.

3. *Students should be encouraged to respond to the context of a reading text, not just to the language*

The teacher should give a chance to respond about the context or the message of the text and how to express their

¹⁴ Neil Anderson. "What is Reading?" in Nunan, David. *Practical English Language Teaching*. Sydney: mc. Graw Hill. 2003, pg.69

¹⁵ Jeremy Harmer. *How to Teach English: an Introduction to the Practice of English Language Teaching*. England: longman. 1998. Pg.70

feelings about the-thus personal engagement with it and the language.

4. *Prediction is a major factor of reading*

The teacher gives the students the hints-the book cover, the headline, the word processes page, and students brain starts predicting what they are going to read, it will make them better and more engaged reader.

5. *Match the task to the topic*

The teacher needs to choose good reading task-the right kind of questions, engaging and use puzzles. The most common place passage can be made really exciting with imaginative and challenging tasks.

6. *Good teacher exploit reading texts to the full*

Good teachers integrate the reading text into interesting class sequences, by using the topic for discussion and further tasks, using the language for study and later activation.

7. Book Clubs Strategy

In teaching learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order that the goals in curriculum will be achieved.

According to Harmer, there are some characteristics that the teacher should point out to be a good teacher:¹⁶

1. A teacher should make his/her lesson interesting.
2. A teacher must love his/her job.
3. A teacher should have his/her personality.
4. A teacher should have a lot of knowledge.
5. A good teacher is an entertainer in positive sense, not in negative sense.

Book Clubs strategy is a strategy that can promote engagement and encourage critical and complex thinking. This strategy is one of strategies for reading fiction. That is why this strategy is suitable to support the students in reading a Narrative text. It can help the students to do discussion like a club and convey the result of their discussion to the class. Teacher is also member of the clubs, because the teacher gives the guide to the students. Discussion is a critical of guided reading, but the teachers also need to ensure that students have time to develop the ability to direct their own discussion.¹⁷ According to Catherine Mullaney, et al, they stated that Book Clubs introduce reading to students as an interactive, social experience. Also referred to as Literature Circles, Book Clubs are meant to give students an opportunity to use what they have learned about reading and

¹⁶ Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*. London: Longman. 1998. Pg.1

¹⁷ Blachowicz, Camille and Donna ogle. Loc Cit. Pg. 58

understanding text in a student-directed and social context. Book Clubs provide a bridge for students to, in time, read more difficult texts and are excellent way to engage poor readers, at-risk students, reluctant readers and English language learners.¹⁸

By using Book Clubs strategy the students will learn how to:¹⁹

- a. Think and talk about a text in a variety of ways.
- b. Respond to and build upon each others thinking about text.
- c. Engage in behaviors that elicit and sustain meaningful conversations with their peers.
- d. Develop a theory or set of ideas that will drive their reading and discussion.
- e. Collect evidence to support a theory.
- f. Interact socially to share information and accomplish tasks.
- g. Discuss, define and explore unfamiliar words.
- h. Use evidence in text to verify predictions.
- i. Ask relevant and focused questions to clarify understanding.
- j. Respond to questions and discussion with relevant and focused comments.
- k. Identify and analyze literary elements in text.

¹⁸Mullaney, Catherine. et el. Loc Cit. Pg.5

¹⁹Ibid., pg.7

1. Teaching Procedure of Book Clubs Strategy

There are some procedures to teach by using Book Clubs strategy, they are:²⁰

TABLE II.1

Procedures and Learning Principles

No	Procedures	Learning Principles
1.	The teacher takes one story as a sample of narrative text that will be explained to the student.	Introducing the student the sample of narrative text.
2.	The teacher explains the generic structure of narrative text.	Giving information to the students what the narrative text is and what the generic structure is.
3.	The teacher provides some stories.	Giving students some preferences.
4.	The teacher asks the student chooses their favorite story.	Giving them a chance to learn narrative with the interesting story according to them.
5.	The teacher divides the student into a "club" based on the book they selected.	Sharing information with their book clubs – easily.
6.	The teacher asks the student to discuss their story in their club.	Exploring their skill in cooperative learning.
7.	The teacher asks the students to find out the unfamiliar words.	Help the student to be easier in comprehend the text.
8.	The teacher asks the students to find out the orientation, complication and resolution in the text.	Exploring students' comprehension of narrative text generic structure.
9.	The teacher asks each clubs presented their discussion result in front of the class.	Inviting student to convey their discussion to the other clubs.
10.	The teacher asks some questions about their story.	Knowing the students' comprehension not only ask the active students, but also ask all members of the club in order that teacher knows whether the club is succes or not.

²⁰ Blachowicz, Camille and Donna Ogle. Loc Cit. Pg 160

2. The Advantages of Using Book Club Strategy

As Mullaney adapted from Americas Choice Reading Monograph Series that the advantages of using this strategy are²¹:

- a. Promote a love for literature and a positive attitude toward reading.
- b. Reflect a student-centered model of literacy (employing the gradual release of responsibility).
- c. Encourage extensive and intensive reading.
- d. Invite natural discussions that lead to student inquiry and critical thinking.
- e. Support diverse responses to text.
- f. Foster interaction, cooperation and collaboration.
- g. Provide choice and encourages responsibility.
- h. Expose students to literature from multiple perspectives.
- i. Nurture reflection and self-evaluation.

B. Relevant Research

According to Syafi'I, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.²² The researcher has to analyze what the point that is focused on, inform the design, finding and conclusion of the previous research, that of:

²¹Catherine Mullaney, et el. *Book Clubs: Developing Autonomy in Engaging with Literature*. (New York: District 75 Units of Study for Grades K-12, 2004). Pg.8

²² Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. Pekanbaru. LBSI. Pg.122

1. A journal by Kevin Eikenberry (2013), entitled: Using Book Clubs as a Strategic Learning Tool. His journal told that the book clubs is books were scarce and not everyone could read, so they often involved one person reading the book to the rest of the group. This journal concluded that Book Clubs Strategy is good learning tool that can be used to the students. Kevin Eikenberry told the book clubs in general as a learning tool, and this research told about using of book clubs in reading comprehension.
2. A journal by Janine Certo (2003), entitled: Book Clubs – Guidelines, Strategies, and Evaluations. Janine Certo told in his journal that book clubs have general guidelines, strategies, and evaluations in applying it. He concluded in his journal that Book Clubs strategy is one of many strategies that has good and clear guidelines when we used it as a teaching strategy.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in the research. It should be interpreted into particular word in order to make it easy to measure. There are two variables of this research. The first is the effect of using Book Clubs strategy which refers to teachers strategy in teaching reading, and it is independent variable (X). The second one is students reading comprehension on Narrative text as dependent variable (Y). To operate the investigation on the variable, the researcher worked based on following indicators:

Variable X: The effect of using Book Clubs strategy:

1. The teacher takes one story as a sample of narrative text that will be explained to the student.
2. The teacher explains the generic structure of narrative text.
3. The teacher provides some stories.
4. The teacher asks the students to choose their favorite story.
5. The teacher divides the students into a “club” based on the book they selected.
6. The teacher asks the students to discuss their story in their club.
7. The teacher asks the students to find out the unfamiliar words.
8. The teacher asks the the students to find out the orientation, complication and resolution in the text.
9. The teacher asks each clubs to present their discussion result in front of the class.
10. The teacher asks some questions about the students’ story.

Variable Y: Students’ reading comprehension on Narrative text:

1. The students can identify the detail information.
2. The students can identify main idea.
3. The students can identify the generic structure.
4. The students can identify word references.
5. The students can identify the vocabulary meaning.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that by using Book Clubs strategy can influence eight grade students comprehension in reading Narrative text at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

2. Hypothesis

H₀ : There is no significant effect of using Book Clubs strategy on students comprehension in reading Narrative text at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

H_a : There is significant effect of using Book Clubs strategy on students comprehension in reading Narrative text at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.